## **Maryland Report Card**

Harford County **2015 Progress Report** 

	Co	unty	Sta	ate		Cou	nty	Sta	ite
Attendance Rate %	2015	2014	2015	2014	<b>Teacher Qualifications</b>	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:				
Middle	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional	21.5	24.4	27.4	27.2
High	94.1	94.4	92.4	92.7	Advanced Professional	72.2	73.9	65.2	65.5
					Resident Teacher Conditional Teacher	0.0	0.0	1.1	0.7
<b>Cohort Graduation Rate%</b>						0.4	0.1	1.5	1.0
Class of 2014 (4-Year Rate)		89.83		86.39	% of classes NOT taught by high	ıly qualifie	<u>d teache</u>	rs	
Class of 2014 (4-real Rate)	91.27	09.03	88.70	00.59	All Quartiles	4.6	4.6	8.4	7.6
Class of 2014 (5-Teal Nate)	31.27		88.70		Elementary Low Poverty	2.3	1.0	2.9	3.0
					Elementary High Poverty	1.9	0.0	10.5	11.4
					Secondary Low Poverty	5.7	5.2	6.7	6.0
					Secondary High Poverty	9.1	1.3	17.7	15.7
		"*" inc	dicates no stu	idents or fewe	er than 10 students in category.				

#### Attendance Rate

Attendance Rate is the percentage of students in school for at least half of the average school day during the school year. Attendance is a school accountability measure for elementary and middle schools. Yearly targets were set for attendance so that by the end of school year 2013-14, the State, schools, and school systems would achieve and maintain an attendance rate of at least 94 percent.

#### **Teacher Qualifications**

The percentage of teachers in each category is based on the number of teachers who have credentials and are teaching core academic subjects as defined by the federal government under the No Child Left Behind Act. The core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Teachers who are teaching other subjects are not included in the totals.

Standard Professional Certificate: A Standard Professional Certificate indicates the teacher meets all certification requirements.

**Advanced Professional Certificate**: The Advanced Professional Certificate requires three years of satisfactory professional school-related experience, and a master's degree or a minimum of 36 semester hours of post baccalaureate course work.

**Resident Teacher Certificate**: The Resident Teacher Certificate is issued to a teacher in an approved alternative preparation program at the request of a local school system superintendent.

**Conditional Teacher Certificate:** The Conditional Certificate is issued only at the request of a local school system superintendent to an applicant who has a bachelor's degree but does not meet all certification requirements.

**Highly Qualified Teachers:** "Highly qualified" is specifically defined by federal law. Teachers must meet minimum requirements both in content knowledge and teaching skills. Teachers must have a bachelor's degree, full State certification, and demonstrate content knowledge in the subjects they teach.

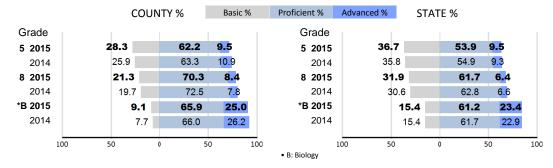
#### **Cohort Graduation Rate**

The U.S. Department of Education now requires each state to use an adjusted cohort graduation rate for school accountability. The adjusted cohort graduation rate ensures that all students who entered 9th grade together are counted in the graduation rate at the end of 4 years and at the end of 5 years.

The cohort graduation rate data for 2014 is the 4-year rate for the student cohort entering grade nine for the first time in fall 2010 and graduating no later than 2014. The 2014 5-year rate is the same cohort graduating no later than 2015.

#### **MSA Proficiency Levels**





#### **Maryland School** Assessment (MSA)

The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard.

#### **Description of Proficiency Levels**

Science:

information.

# Basic %

Proficient %

Advanced %

supporting evidence, and responses provide little or no synthesis of

Students show they need more work to attain proficiency. They use minimal

Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.

Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.

#### Biology:

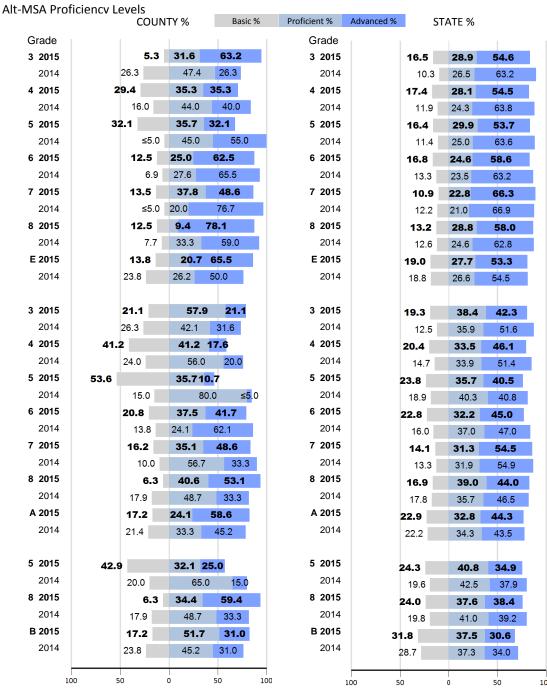
Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.

Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.

Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

Reading

**Mathematics** 



#### **Alternate Maryland School** Assessment (Alt-MSA)

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA in Science or PARCC in ELA or Mathematics even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of reading and mathematics content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

	2014		17.9	48.7	33.3		2014		17.8	35.7	46.5		
	A 2015		17.2	24.1	58.6		A 2015		22.9	32.8	44.3		
	2014		21.4	33.3	45.2		2014		22.2	34.3	43.5		
9	5 2015	42.9	9	32.1	25.0		5 2015		24.3	40.8	34.9		
Science	2014		20.0	65.	.0 15.0		2014		19.6	42.5	37.9		
. <u>.</u>	8 2015		6.3	34.4	59.4		8 2015		24.0	37.6	38.4	•	
S	2014		17.9	48.7	33.3		2014		19.8	41.0	39.2		
	B 2015		17.2	51.7			B 2015	3,	1.8	37.5	30.6		
	2014		23.8	45.2	31.0		2014		28.7	37.3	34.0		
									20.7	37.3	34.0		
	10	00 5	 50	0	50	100	10	00 5	0	0	50	100	
	*Applies to Alt MSA o	only *English		*84	thematics:	nglish; <b>A</b> : Algebi				Science:			Disland
	*Reading: Students are unable to read	and Students	s have difficulty	Stud	ents show they		*Algebra/Data Students show	a Analysis v they have only p	partially	Students show t			<b>Biology:</b> Students demonstrate a minimal understanding of biology concepts,
Basic %	understand literature and passages of information that	t are appropri	nending grade iate literature a	nd cond	ially mastered to epts that Maryl	and expects	in the Marylar	skills and concept nd Algebra/Data A		supporting evide	nce, and resp	onses	principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.
Bas	written for students in their grade.	applying writing.	language choic		ents to know ar grade level.	id be able to do a	t Core Learning	Goals.	·	provide little or information.	no synthesis o	of	
	8												
	Students can read text writte	en for Student	ts can read text		ents show they		Students show		,	Students use sup			Students demonstrate a realistic and rigorous level of achievement
ıt%	students in their grade, and to can demonstrate the ability		for students in and they can	level	skills and conc		data analysis sl	of fundamental a kills and concepts	and can	generally comple of scientific cond			by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific
Sier	understand literature and passages of information.		strate the ability		erally solve entr athematics.	y-level problems	generally solve algebra/data a	entry-level probl nalysis.	ems in	skills.			concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.
Proficient %	passages or information.		es of information										
P.													
%	Students can regularly read to		s can regularly		ents show they			egularly solve con		Students use sci			Students demonstrate an exemplary level of achievement by
ed 9	that is above their grade level they can demonstrate the abi	ility to complex	literature and	matl	nematics and de	monstrate	demonstrate si	nalysis problems uperior ability to		concepts, princip			providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate
anc	understand complex literatur passages of information.	language	e choices to writ		rior ability to re nematically.	ason	mathematically	у.					scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of
Advanced		effective	ely.										scientific terminology.
1													
						•							
		Visit R	reportcard	.msde.m	aryland.go	v tor up-to-	date and di	saggregated	ıntorn	nation. For c	letinition:	s, see sch	nool system report pages.

#### PARCC Assessment Performance Results Summary - 2015

											Perfo	orma	nce l	Leve								
				Lev	el 1			Lev	el 2			Lev	el 3			Lev	el 4			Lev	el 5	
			D	id not y	et meet	t	Partia	lly met	expecta	itions	Appro	oached	expecta	itions	N	let exp	ectation	s	Exce	eded e	xpectati	ions
	TES	TED	Cou	unt	%	i	Cou	unt	%	5	Co	unt	9/	6	Cou	ınt	%	ó	Cou	ınt	%	5
	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State
English/Language Arts 3	2813	65088	304	13108	10.8	20.1	345	12816	12.3	19.7	578	14322	20.5	22.0	1364	21951	48.5	33.7	222	2891	7.9	4.4
English/Language Arts 4	2772	63792	*	8012	≤5.0	12.6	344	12855	12.4	20.2	692	17329	25.0	27.2	1247	20718	45.0	32.5	357	4878	12.9	7.6
English/Language Arts 5	2844	63331	*	7528	≤5.0	11.9	387	13204	13.6	20.8	749	17245	26.3	27.2	1448	23353	50.9	36.9	*	2001	≤5.0	3.2
English/Language Arts 6	2787	62055	155	7353	5.6	11.8	399	13429	14.3	21.6	761	18848	27.3	30.4	1236	19893	44.3	32.1	236	2532	8.5	4.1
English/Language Arts 7	2886	61200	216	10536	7.5	17.2	341	11686	11.8	19.1	730	15297	25.3	25.0	1114	17718	38.6	29.0	485	5963	16.8	9.7
English/Language Arts 8	2647	59335	189	10111	7.1	17.0	312	10969	11.8	18.5	659	14240	24.9	24.0	1177	19839	44.5	33.4	310	4176	11.7	7.0
English/Language Arts 10	2698	55651	292	11886	10.8	21.4	335	10044	12.4	18.0	564	11628	20.9	20.9	1012	15650	37.5	28.1	495	6443	18.3	11.6
Mathematics 3	2823	65594	223	9748	7.9	14.9	423	14771	15.0	22.5	741	17224	26.2	26.3	1169	19600	41.4	29.9	267	4251	9.5	6.5
Mathematics 4	2786	64290	190	8870	6.8	13.8	617	18133	22.1	28.2	817	17579	29.3	27.3	1053	17957	37.8	27.9	*	1751	≤5.0	2.7
Mathematics 5	2849	63828	170	8337	6.0	13.1	618	18491	21.7	29.0	879	17946	30.9	28.1	1034	16441	36.3	25.8	148	2613	5.2	4.1
Mathematics 6	2792	62194	153	8473	5.5	13.6	600	17837	21.5	28.7	823	17552	29.5	28.2	1027	16345	36.8	26.3	189	1987	6.8	3.2
Mathematics 7	2144	55010	137	7181	6.4	13.1	592	17630	27.6	32.0	902	18528	42.1	33.7	500	11036	23.3	20.1	*	635	≤5.0	1.2
Mathematics 8	1860	41166	271	11971	14.6	29.1	380	11126	20.4	27.0	379	8530	20.4	20.7	657	8056	35.3	19.6	173	1483	9.3	3.6
Algebra I	2914	61842	186	8047	6.4	13.0	513	17712	17.6	28.6	859	16757	29.5	27.1	1289	18194	44.2	29.4	*	1132	≤5.0	1.8
Algebra II	2478	40580	456	13057	18.4	32.2	681	10917	27.5	26.9	645	8430	26.0	20.8	657	7820	26.5	19.3	*	356	≤5.0	0.9

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

23.8 26.2 50.0 18.8 26.6 54.5

Reading

**Mathematics** 

	Scl	hool	Co	unty	St	ate		Sch	iool	Cou	nty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
, Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional	30.9	33.3	21.5	24.4	27.4	27.2
High	92.5	92.7	94.1	94.4	92.4	92.7	Advanced Professional	57.4	60.6	72.2	73.9	65.2	65.5
							Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher	0.0	0.0	0.4	0.1	1.5	1.0
							% of classes NOT taught by hig	hly qualifie	d teach	ers			
Cohort Graduation Rate							All Quartiles			4.0			
Class of 2014 (4-Year Rate)		86.54		89.83		86.39	7 iii Quartiles	0.9	7.2	4.6	4.6	8.4	7.0
	89.42	86.54	91.27	89.83	88.70	86.39	Elementary Low Poverty	0.9 *	*	2.3			
Class of 2014 (4-Year Rate)		86.54	91.27	89.83	88.70	86.39			–		1.0	2.9	3.0
·		86.54	91.27	89.83	88.70	86.39	Elementary Low Poverty	*	–	2.3	1.0 0.0	2.9 10.5	3.0

												dary Low Poverty dary High Poverty			*	*	9.1	1.3	17.7	15.7		
																						_
	MS	A Pro	oficier	icy Le	vels			В	asic %	Proficient %	Advanced %		Alt-	-MSA	Profi	cienc	y Leve	els				
GRADE	S	CHOOL	. %	С	OUNTY	′ %	5	STATE	%			GRADE	S	CHOOL	_ %	С	OUNTY	%	9	STATE 9	%	
5 2015	*	*	*	28.3	62.2	9.5	36.7	53.9	9.5			5 2015	*	*	*	42.9	32.1	25.0	24.3	40.8	34.9	
2014	*	*	*	25.9	63.3	10.9	35.8	54.9	9.3			2014	*	*	*	20.0	65.0	15.0	19.6	42.5	37.9	
8 2015	*	*	*	21.3	70.3	8.4	31.9	61.7	6.4			8 2015	*	*	*	6.3	34.4	59.4	24.0	37.6	38.4	
2014	*	*	*	19.7	72.5	7.8	30.6	62.8	6.6			2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2	
*B 2015	13.5	67.3	19.2	9.1	65.9	25.0	15.4	61.2	23.4			B 2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6	
2014	10.3	65.9	23.8	7.7	66.0	26.2	15.4	61.7	22.9			2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0	
												3 2015	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3	
												2014	*	*	*	26.3	42.1	31.6	12.5	35.9	51.6	
												4 2015	*	*	*	41.2	41.2	17.6	20.4	33.5	46.1	
												2014	*	*	*	24.0	56.0	20.0	14.7	33.9	51.4	
												5 2015	*	*	*	53.6	35.7	10.7	23.8	35.7	40.5	
												2014	*	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8	
												6 2015	*	*	*		37.5			32.2		
												2014	*	*	*		24.1		16.0		47.0	
												7 2015	*	*	*		35.1			31.3		
												2014	*	*	*		56.7		13.3		54.9	
												8 2015	*	*	*				16.9		44.0	
												2014	*	*	*		48.7			35.7		
												A 2015	*	*	*		24.1		22.9		44.3	
												2014	•	•	Ť	21.4	33.3	45.2	22.2	34.3	43.5	
												2 2015	*	*	*	<b>.</b>	24.6	62.2	16.5	20.0	<b>546</b>	i
												<b>3 2015</b> 2014	*	*	*		<b>31.6</b> 47.4		<b>16.5</b> 10.3		<b>54.6</b> 63.2	
												4 2015	*	*	*		35.3			28.1		
												2014	*	*	*		44.0	40.0	11.9		63.8	
												5 2015	*	*	*		35.7		16.4		53.7	
												2014	*	*	*			55.0	11.4		63.6	
												6 2015	*	*	*		25.0			24.6		
												2014	*	*	*			65.5				
												7 2015	*	*	*		37.8			22.8		
												2014	*	*	*		20.0			21.0		
												8 2015	*	*	*	12.5				28.8		
												2014	*	*	*		33.3			24.6		
												E 2015	*	*	*		20.7			27.7		

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

#### **Aberdeen High**

#### PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Approa expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 10	340	45	13.2	52	15.3	74	21.8	100	29.4	69	20.3
Algebra I	110	23	20.9	47	42.7	29	26.4	11	10.0	*	≤5.0
Algebra II	328	75	22.9	108	32.9	73	22.3	52	15.9	20	6.1

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### **PARCC Performance Level Descriptors (PLD)**

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	Sc	hool	Co	unty	Sta	ate	Sci	nool	Cou	inty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	94.1	94.1	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 9.1	16.4	21.5	24.4	27.4	27.2
High	*	*	94.1	94.4	92.4	92.7	Advanced Professional 76.4	80.0	72.2	73.9	65.2	65.5
o .							Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 1.8	0.0	0.4	0.1	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualific	ed teac	hers			
Class of 2014 (4-Year Rate)		*		89.83		86.39	All Quartiles 8.9	11.	9 <b>4.6</b>	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	*		91.27		88.70		Elementary Low Poverty *		* 2.3	1.0	2.9	3.0
, ,							Elementary High Poverty *		* 1.9	0.0	10.5	11.4
							Secondary Low Poverty *		* 5.7	5.2	6.7	6.0
							Secondary High Poverty *		* 9.1	1.3	17.7	15.7

										Secondary Low Po Secondary High Po				*	*	5.7 9.1	5.2 1.3	6.7 17.7	6.0 15.7	
										, ,										
	MS	A Pro	oficier	ıcy Le	vels			В	asic %	Proficient % Advanced %		Alt-N	1SA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	. %	С	OUNTY	′ %	,	STATE	%	GRAI	DE	SCH	IOOL	- %	С	OUNTY	′ %	5	STATE 9	%
5 2015	*	*	*	28.3	62.2	9.5	36.7	53.9	9.5	5 2	2015	*	*	*	42.9	32.1	25.0	24.3	40.8	34.9
2014	*	*	*	25.9	63.3	10.9	35.8	54.9	9.3	2	2014	*	*	*	20.0	65.0	15.0	19.6	42.5	37.9
8 2015	37.3	60.6	≤5.0	21.3	70.3	8.4	31.9	61.7	6.4	8 2	2015	*	*	*	6.3	34.4	59.4	24.0	37.6	38.4
2014	36.3	61.7	≤5.0	19.7	72.5	7.8	30.6	62.8	6.6	2	2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0	15.4	61.2	23.4	В 2	2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9	2	2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
										3 2	2015	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3
										2	2014	*	*	*	26.3	42.1	31.6	12.5	35.9	51.6
										4 2	2015	*	*	*	41.2	41.2	17.6	20.4	33.5	46.1
										2	2014	*	*	*	24.0	56.0	20.0	14.7	33.9	51.4
										5 2	2015	*	*	*	53.6	35.7	10.7	23.8	35.7	40.5
										2	2014	*	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8
										6 2	2015	*	*	*	20.8	37.5	41.7	22.8	32.2	45.0
										2	2014	*	*	*	13.8	24.1	62.1	16.0	37.0	47.0
										7 2	2015	*	*	*	16.2	35.1	48.6	14.1	31.3	54.5
										2	2014	*	*	*	10.0	56.7	33.3	13.3	31.9	54.9
										8 2	2015	*	*	*	6.3	40.6	53.1	16.9	39.0	44.0
										2	2014	*	*	*	17.9	48.7	33.3	17.8	35.7	46.5
										A 2	2015	*	*	*	17.2	24.1	58.6	22.9	32.8	44.3
										2	2014	*	*	*	21.4	33.3	45.2	22.2	34.3	43.5
										3 2	2015	*	*	*	5.3	31.6	63.2	16.5	28.9	54.6
										2	2014	*	*	*	26.3	47.4	26.3	10.3	26.5	63.2
										4 2	2015	*	*	*	29.4	35.3	35.3	17.4	28.1	54.5
										2	2014	*	*	*	16.0	44.0	40.0	11.9	24.3	63.8
										5 2	2015	*	*	*	32.1	35.7	32.1	16.4	29.9	53.7
										2	2014	*	*	*	≤5.0	45.0	55.0	11.4	25.0	63.6
										6 2	2015	*	*	*	12.5	25.0	62.5	16.8	24.6	58.6
										2	2014	*	*	*	6.9	27.6	65.5	13.3	23.5	63.2
										7 2	2015	*	*	*	13.5	37.8	48.6	10.9	22.8	66.3
										2	2014	*	*	*	≤5.0	20.0	76.7	12.2	21.0	66.9
										8 2	2015	*	*	*	12.5	9.4	78.1	13.2	28.8	58.0
										2	2014	*	*	*	7.7	33.3	59.0	12.6	24.6	62.8
										E 2	2015	*	*	*	13.8	20.7	65.5	19.0	27.7	53.3
										2	2014	*	*	*	23.8	26.2	50.0	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

#### **Aberdeen Middle**

#### PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro- expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 6	392	38	9.7	87	22.2	132	33.7	125	31.9	*	≤5.0
English/Language Arts 7	368	34	9.2	49	13.3	93	25.3	140	38.0	52	14.1
English/Language Arts 8	317	38	12.0	52	16.4	81	25.6	117	36.9	29	9.1
Mathematics 6	391	41	10.5	134	34.3	123	31.5	82	21.0	*	≤5.0
Mathematics 7	255	33	12.9	102	40.0	103	40.4	17	6.7	*	≤5.0
Mathematics 8	203	55	27.1	39	19.2	37	18.2	59	29.1	13	6.4
Algebra I	229	13	5.7	33	14.4	83	36.2	99	43.2	*	≤5.0

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

\* 23.8 26.2 50.0 18.8 26.6 54.5

	School	Co	unty	Sta	ate	Sci	hool	Cou	ınty	Sta	te
Attendance Rate %	2015 2014	4 2015	2014	2015	2014	Teacher Qualifications 201	2014	2015	2014	2015	2014
Elementary	≥ <b>95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 16.3	16.3	21.5	24.4	27.4	27.2
High	* *	94.1	94.4	92.4	92.7	Advanced Professional 81.4	83.7	72.2	73.9	65.2	65.5
5						Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	0.0	0.4	0.1	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualif	ied tead	chers			
Class of 2014 (4-Year Rate)	*		89.83		86.39	All Quartiles 2.3	<b>3</b> 0.	.0 <b>4.</b> 6	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	*	91.27		88.70		Elementary Low Poverty	k	* 2.3	1.0	2.9	3.0
						Elementary High Poverty	k	* 1.9	0.0	10.5	11.4
						Secondary Low Poverty	k	* 5.7	5.2	6.7	6.0
						Secondary High Poverty 3	k	* 9.1	L 1.3	17.7	15.7

Section   Sec												Sec	ondary High Poverty			*	*	9.1	1.3	17.7	15.7	,
School: School		MS	Δ Pro	oficier	ncv I e	vels			В	asic %	Proficient %	Advanced %		Δlt-	-MSA	Profi	cienc	v l evi	ols			
5 2015         27.2         67.0         58.0         88.0         52.0         55.0         53.0         59.0         59.0         93.0         69.0         93.0         69.0         93.0         69.0         93.0         69.0         93.0         69.0         <	GRADE				•		/ 0/2						GRADE					-			STATE	0/2
2014																						
8 2015														*	*	*						
2014														*	*	*						
2014 * * 7,7 660 262 15.4 61.7 229  2014 * * 2,21.8 45.2 31.0 28.7 37.3 34.0  3 2015 * * 2,21.1 57.9 21.1 19.3 38.4 42.3  2014 * * 2,23.4 45.2 31.0 28.7 37.3 34.0  3 2015 * * 2,23.4 42.1 37.6 20.4 33.5 46.1  2014 * * 4,24.2 41.2 17.6 20.4 33.5 46.1  2014 * 4,4.2 41.2 41.2 17.6 20.4 33.5 46.1  2014 * 4,4.2 41.2 41.2 17.6 20.4 33.5 46.1  2014 * 4,4.2 41.2 41.2 17.6 20.4 33.5 46.1  2014 * 4,4.2 41.2 41.2 17.6 20.4 33.5 46.1  2014 * 4,4.2 41.2 41.2 41.2 17.6 20.4 33.5 46.1  2014 * 4,4.2 41.2 41.2 41.2 41.2 41.2 41.2 41.2 4		*	*	*						6.6				*	*	*						
3 2015       *       *       21.1       57.9       21.1       19.3       38.4       42.3         2014       *       *       *       26.3       42.1       11.6       12.5       55.9       51.6         2014       *       *       *       41.2       41.2       41.2       20.4       33.5       46.1         2014       *       *       *       5.30       52.7       10.7       23.8       35.7       40.5         2014       *       *       *       15.0       80.0       50.0       18.9       40.3       40.8         2014       *       *       *       15.0       80.0       55.0       18.9       40.3       40.8         2014       *       *       *       16.3       37.7       41.7       22.8       32.2       45.0         2014       *	*B 2015	*	*	*	9.1	65.9	25.0	15.4	61.2	23.4			В 2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014       *       *       *       263       42.1       31.6       12.5       35.9       51.6         4 2015       *       *       *       4.12       41.2       21.6       20.4       33.5       46.1         2014       *        *	2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9			2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
2014       *       *       *       263       42.1       31.6       12.5       35.9       51.6         4 2015       *       *       *       4.12       41.2       21.6       20.4       33.5       46.1         2014       *        *																						
4 2015													3 2015	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3
2014       *       *       *       24.0       56.0       20.0       14.7       33.3       51.4         5 2015       *       *       *       *       *       15.0       80.0       25.0       18.9       40.3       40.8         2014       *       *       *       *       20.8       37.5       41.7       22.8       32.2       45.0         2014       *        *<													2014	*	*	*	26.3	42.1	31.6	12.5	35.9	51.6
\$ 2015													4 2015	*	*	*	41.2	41.2	17.6	20.4	33.5	46.1
2014 * * * 15.0 80.0 \$5.0 18.9 \$40.3 \$40.8 \$6 2015 * * * 20.8 \$7.5 \$41.7 \$2.8 \$32.2 \$45.0 \$2014 * * * 13.8 \$24.1 \$62.1 \$16.0 \$37.0 \$47.0 \$7 2015 * * * 16.2 \$35.1 \$48.6 \$14.1 \$31.3 \$45.5 \$2014 * * * 10.0 \$56.7 \$33.3 \$13.3 \$19.9 \$49.3 \$40.8 \$40.1 \$40.1 \$40.0 \$													2014	*	*	*	24.0	56.0	20.0	14.7	33.9	51.4
6 2015													5 2015	*	*	*	53.6	35.7	10.7	23.8	35.7	40.5
2014													2014	*	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8
7 2015													6 2015	*	*	*	20.8	37.5	41.7	22.8	32.2	45.0
2014													2014	*	*	*	13.8	24.1	62.1	16.0	37.0	47.0
8 2015       *       *       *       *       6.3       40.6       53.1       16.9       39.0       44.0         2014       *       *       *       17.9       48.7       33.3       17.8       35.7       46.5         A 2015       *       *       *       *       17.2       24.1       58.6       22.9       32.8       43.3         2014       *       *       *       *       5.3       31.6       63.2       16.5       28.9       54.6         2014       *       *       *       *       5.3       31.6       63.2       16.5       28.9       54.6         2014       *       *       *       *       26.3       47.4       26.3       10.3       26.5       63.2         2014       *       *       *       *       *       29.4       35.3       35.3       17.4       28.1       54.5         2014       *       <													7 2015	*	*	*	16.2	35.1	48.6	14.1	31.3	54.5
2014 * * * 17.9 48.7 33.3 17.8 35.7 46.5  A 2015 * * 17.2 24.1 58.6 22.9 32.8 44.3  2014 * * 21.4 33.3 45.2 22.2 34.3 43.5  3 2015 * * 21.4 33.3 45.2 22.2 34.3 43.5  3 2015 * * 25.0 42.3 10.3 26.5 63.2  4 2015 * * 25.0 42.3 10.3 26.5 63.2  4 2016 * * 16.0 44.0 40.0 11.9 24.3 63.8  5 2015 * * 32.1 35.7 32.1 16.4 29.9 53.7  2014 * * 55.0 45.0 55.0 11.4 25.0 63.6  6 2015 * * 12.5 25.0 62.5 16.8 24.6 58.6  2014 * * 6.9 27.6 65.5 13.3 23.5 63.2  7 2015 * * 13.5 37.8 48.6 10.9 22.8 66.3  2014 * * 55.0 20.0 76.7 12.2 21.0 66.9  8 2015 * * 12.5 9.4 78.1 13.2 28.8 58.0  2014 * * 7.7 33.3 59.0 12.6 24.6 65.8														*	*							54.9
A 2015 * * * 17.2 24.1 58.6 22.9 32.8 44.3 2014 * * * 21.4 33.3 45.2 22.2 34.3 43.5  3 2015 * * * 21.4 33.3 345.2 22.2 34.3 43.5  3 2016 * * * 26.3 31.6 63.2 16.5 28.9 54.6 2014 * * 26.3 47.4 26.3 10.3 26.5 63.2 4 2015 * * 29.4 35.3 35.3 17.4 28.1 54.5 2014 * * 16.0 44.0 40.0 11.9 24.3 63.8 5 2015 * * 32.1 35.7 32.1 16.4 29.9 53.7 2014 * * 55.0 45.0 55.0 11.4 25.0 63.6 6 2015 * * 12.5 25.0 62.5 16.8 24.6 58.6 2014 * * 6.9 27.6 65.5 13.3 23.5 63.2 7 2015 * * 13.5 37.8 48.6 10.9 22.8 66.3 2014 * * 55.0 20.0 76.7 12.2 21.0 66.9 8 2015 * * 12.5 9.4 78.1 13.2 28.8 58.0 2014 * * 7.7 33.3 59.0 12.6 24.6 62.8														*								
2014 * * * 21.4 33.3 45.2 22.2 34.3 43.5  3 2015 * * * 26.3 47.4 26.3 10.3 26.5 63.2  4 2014 * * 29.4 35.3 35.3 17.4 28.1 54.5  2014 * * 16.0 44.0 40.0 11.9 24.3 63.8  5 2015 * * 32.1 35.7 32.1 16.4 29.9 53.7  2014 * * 55.0 45.0 55.0 11.4 25.0 63.6  6 2015 * * 12.5 25.0 62.5 16.8 24.6 58.6  2014 * * 56.9 27.6 65.5 13.3 23.5 63.2  7 2015 * * 13.5 37.8 48.6 10.9 22.8 66.3  2014 * * 55.0 20.0 76.7 12.2 21.0 66.9  8 2015 * * 12.5 9.4 78.1 13.2 28.8 58.0  2014 * * 7.7 33.3 59.0 12.6 24.6 62.8														*								
3 2015       *       *       *       5.3       31.6       63.2       16.5       28.9       54.6         2014       *       *       *       26.3       47.4       26.3       10.3       26.5       63.2         4 2015       *       *       *       29.4       35.3       35.3       17.4       28.1       54.5         2014       *       *       *       16.0       44.0       40.0       11.9       24.3       63.8         5 2015       *       *       *       32.1       35.7       32.1       16.4       29.9       53.7         2014       *       *       *       45.0       55.0       11.4       25.0       63.6         2014       *       *       *       45.0       55.0       11.4       25.0       63.6         2014       *       *       *       13.5       37.8       48.6       10.9       22.8       66.3         2014       *       *       *       13.5       37.8       48.6       10.9       22.8       66.3         2014       *       *       *       *       *       55.0       20.0       76.7														*	*	*						
2014 * * 26.3 47.4 26.3 10.3 26.5 63.2 4 2015 * * 29.4 35.3 35.3 17.4 28.1 54.5 2014 * * 16.0 44.0 40.0 11.9 24.3 63.8 5 2015 * * 32.1 35.7 32.1 16.4 29.9 53.7 2014 * * 55.0 45.0 55.0 11.4 25.0 63.6 6 2015 * * * 12.5 25.0 62.5 16.8 24.6 58.6 2014 * * 55.0 27.6 65.5 13.3 23.5 63.2 7 2015 * * 55.0 27.6 65.5 13.3 23.5 63.2 2014 * * 55.0 20.0 76.7 12.2 21.0 66.9 8 2015 * * 7.7 33.3 59.0 12.6 24.6 62.8													2014	*	*	*	21.4	33.3	45.2	22.2	34.3	43.5
2014 * * 26.3 47.4 26.3 10.3 26.5 63.2 4 2015 * * 29.4 35.3 35.3 17.4 28.1 54.5 2014 * * 16.0 44.0 40.0 11.9 24.3 63.8 5 2015 * * 32.1 35.7 32.1 16.4 29.9 53.7 2014 * * 55.0 45.0 55.0 11.4 25.0 63.6 6 2015 * * * 12.5 25.0 62.5 16.8 24.6 58.6 2014 * * 55.0 27.6 65.5 13.3 23.5 63.2 7 2015 * * 55.0 27.6 65.5 13.3 23.5 63.2 2014 * * 55.0 20.0 76.7 12.2 21.0 66.9 8 2015 * * 7.7 33.3 59.0 12.6 24.6 62.8													2 2015	*	*	*	<b>5</b> 2	24.6	62.2	16.5	20.0	<b>546</b>
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2014 * * * 16.0 44.0 40.0 11.9 24.3 63.8  5 2015 * * * 32.1 35.7 32.1 16.4 29.9 53.7  2014 * * * 55.0 45.0 55.0 11.4 25.0 63.6  6 2015 * * * 12.5 25.0 62.5 16.8 24.6 58.6  2014 * * * 6.9 27.6 65.5 13.3 23.5 63.2  7 2015 * * * 13.5 37.8 48.6 10.9 22.8 66.3  2014 * * * 55.0 20.0 76.7 12.2 21.0 66.9  8 2015 * * * 12.5 9.4 78.1 13.2 28.8 58.0  2014 * * 7.7 33.3 59.0 12.6 24.6 62.8														*	*							
5 2015       *       *       *       32.1       35.7       32.1       16.4       29.9       53.7         2014       *       *       *       ≤5.0       45.0       55.0       11.4       25.0       63.6         6 2015       *       *       *       12.5       25.0       62.5       16.8       24.6       58.6         2014       *       *       *       6.9       27.6       65.5       13.3       23.5       63.2         7 2015       *       *       *       13.5       37.8       48.6       10.9       22.8       66.3         2014       *       *       *       ≤5.0       20.0       76.7       12.2       21.0       66.9         8 2015       *       *       *       *       12.5       9.4       78.1       13.2       28.8       58.0         2014       *       *       *       *       *       7.7       33.3       59.0       12.6       24.6       62.8														*	*							
$\begin{array}{cccccccccccccccccccccccccccccccccccc$														*	*	*						
6 2015  *														*	*	*						
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7 2015       *       *       *       13.5       37.8       48.6       10.9       22.8       66.3         2014       *       *       *       ≤5.0       20.0       76.7       12.2       21.0       66.9         8 2015       *       *       *       12.5       9.4       78.1       13.2       28.8       58.0         2014       *       *       *       7.7       33.3       59.0       12.6       24.6       62.8														*	*	*						
8 2015       *       *       *       12.5       9.4       78.1       13.2       28.8       58.0         2014       *       *       *       *       7.7       33.3       59.0       12.6       24.6       62.8													7 2015	*	*	*	13.5	37.8	48.6	10.9	22.8	66.3
2014 * * * 7.7 33.3 59.0 12.6 24.6 62.8													2014	*	*	*	≤5.0	20.0	76.7	12.2	21.0	66.9
													8 2015	*	*	*	12.5	9.4	78.1	13.2	28.8	58.0
E 2015 * * * 13.8 20.7 65.5 19.0 27.7 53.3													2014	*	*	*	7.7	33.3	59.0	12.6	24.6	62.8
													E 2015	*	*	*	13.8	20.7	65.5	19.0	27.7	53.3

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

#### **Abingdon Elementary**

#### PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro: expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	145	10	6.9	15	10.3	41	28.3	71	49.0	8	5.5
English/Language Arts 4	112	*	≤5.0	15	13.4	28	25.0	53	47.3	15	13.4
English/Language Arts 5	103	*	≤5.0	16	15.5	25	24.3	56	54.4	*	≤5.0
Mathematics 3	145	9	6.2	21	14.5	52	35.9	52	35.9	11	7.6
Mathematics 4	115	10	8.7	30	26.1	38	33.0	33	28.7	*	≤5.0
Mathematics 5	103	*	≤5.0	20	19.4	41	39.8	33	32.0	6	5.8

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

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Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	St	ate		Sch	iool	Cou	nty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications	2015	2014	2015	2014	2015	2014
Elementary	<b>≥ 95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional	36.4	28.6	21.5	24.4	27.4	27.2
High	* *	94.1	94.4	92.4	92.7	Advanced Professional	63.6	71.4	72.2	73.9	65.2	65.5
						Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher	0.0	0.0	0.4	0.1	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by high	hly qualifie	d teach	ers			
Class of 2014 (4-Year Rate)	*		89.83		86.39	All Quartiles	0.0	4.5	4.6	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	*	91.27		88.70		Elementary Low Poverty	*	*	2.3	1.0	2.9	3.0
,						Elementary High Poverty	*	*	1.9	0.0	10.5	11.4
						Secondary Low Poverty	*	*	5.7	5.2	6.7	6.0
						Secondary High Poverty	*	*	9.1	1.3	17.7	15.7

										Secondary High Povert			*	*	9.1	1.3	17.7	15.7	
	NAS	Λ Dr	oficier	ocy I c	wale			R	asic %	Proficient % Advanced %	ΛI÷	_N/S/\	\ Profi	iciono	v I ov	ale			
ODADE				•		. 0/	,								-		,		0/
GRADE <b>5 2015</b>		CHOOL <b>57.6</b>			OUNTY <b>62.2</b>			53.9	% 9.5	GRADE <b>5 2015</b>	*	CHOOL *	- % *		OUNTY <b>32.1</b>			40.8	
2014		55.6	5.6	25.9		10.9		54.9	9.3	2014	*	*	*		65.0			42.5	
8 2015	*	*	*	21.3	70.3	8.4		61.7	6.4	8 2015	*	*	*		34.4				38.4
2014	*	*	*	19.7	72.5	7.8		62.8	6.6	2014	*	*	*		48.7	33.3		41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0		61.2		B 2015	*	*	*		51.7				30.6
2014	*	*	*	7.7	66.0	26.2		61.7		2014	*	*	*		45.2			37.3	
										3 2015	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3
										2014	*	*	*	26.3	42.1	31.6	12.5	35.9	51.6
										4 2015	*	*	*	41.2	41.2	17.6	20.4	33.5	46.1
										2014	*	*	*	24.0	56.0	20.0	14.7	33.9	51.4
										5 2015	*	*	*	53.6	35.7	10.7	23.8	35.7	40.5
										2014	*	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8
										6 2015	*	*	*	20.8	37.5	41.7	22.8	32.2	45.0
										2014	*	*	*	13.8	24.1	62.1	16.0	37.0	47.0
										7 2015	*	*	*	16.2	35.1	48.6	14.1	31.3	54.5
										2014	*	*	*	10.0	56.7	33.3	13.3	31.9	54.9
										8 2015	*	*	*	6.3	40.6	53.1	16.9	39.0	44.0
										2014	*	*	*	17.9	48.7	33.3	17.8	35.7	46.5
										A 2015	*	*	*	17.2	24.1	58.6	22.9	32.8	44.3
										2014	*	*	*	21.4	33.3	45.2	22.2	34.3	43.5
										3 2015	*	*	*			63.2			54.6
										2014	*	*	*		47.4			26.5	63.2
										4 2015	*	*	*		35.3			28.1	
										2014	*	*	*		44.0	40.0		24.3	63.8
										5 2015	*	*	*		35.7		16.4		53.7
										2014 <b>6 2015</b>	*	*	*		45.0	55.0		25.0	63.6
										2015	*	*	*		<b>25.0</b>	<b>62.5</b> 65.5			<b>58.6</b>
										7 <b>201</b> 4	*	*	*			48.6			
										2014	*	*	*			76.7			
										8 2015	*	*	*			78.1			
										2014	*	*	*			59.0			
										E 2015	*	*	*		20.7			27.7	
										2014	*	*	*			50.0			

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

#### **Bakerfield Elementary**

#### PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro- expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	55	7	12.7	8	14.5	12	21.8	26	47.3	*	≤5.0
English/Language Arts 4	45	3	6.7	8	17.8	11	24.4	20	44.4	3	6.7
English/Language Arts 5	66	4	6.1	18	27.3	19	28.8	24	36.4	*	≤5.0
Mathematics 3	56	6	10.7	3	5.4	20	35.7	23	41.1	4	7.1
Mathematics 4	45	5	11.1	8	17.8	12	26.7	18	40.0	*	≤5.0
Mathematics 5	66	6	9.1	24	36.4	22	33.3	14	21.2	*	≤5.0

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	S	chool	Co	unty	Sta	ate		Sch	ool	Cou	nty	Sta	te
Attendance Rate %	201	5 2014	2015	2014	2015	2014	Teacher Qualifications	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional	25.9	7.7	21.5	24.4	27.4	27.2
High	*	*	94.1	94.4	92.4	92.7	Advanced Professional	66.7	80.8	72.2	73.9	65.2	65.5
Ü							Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher	0.0	0.0	0.4	0.1	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly o	qualifie	d teach	ers			
Class of 2014 (4-Year Rate)		*		89.83		86.39	All Quartiles	0.0	0.0	4.6	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	*		91.27		88.70		Elementary Low Poverty	*	*	2.3	1.0	2.9	3.0
,,							Elementary High Poverty	*	*	1.9	0.0	10.5	11.4
							Secondary Low Poverty	*	*	5.7	5.2	6.7	6.0
							Secondary High Poverty	*	*	9.1	1.3	17.7	15.7

										Secondary Low Povert Secondary High Pover			*	*	5.7 9.1	5.2 1.3	6.7 17.7	15.7	
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient % Advanced %	Alt	-MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	. %	С	OUNT	/ %	,	STATE	%	GRADE	S	CHOOL	_ %	С	OUNTY	%	,	STATE	%
5 2015	17.9	71.4	10.7	28.3	62.2	9.5	36.7	53.9	9.5	5 2015	*	*	*	42.9	32.1	25.0	24.3	40.8	34.9
2014	23.0	67.6	9.5	25.9	63.3	10.9	35.8	54.9	9.3	2014	*	*	*	20.0	65.0	15.0	19.6	42.5	37.9
8 2015	*	*	*	21.3	70.3	8.4	31.9	61.7	6.4	8 2015	*	*	*	6.3	34.4	59.4	24.0	37.6	38.4
2014	*	*	*	19.7	72.5	7.8	30.6	62.8	6.6	2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0	15.4	61.2	23.4	В 2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9	2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
										3 2015	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3
										2014	*	*	*	26.3	42.1	31.6	12.5	35.9	51.6
										4 2015	*	*	*	41.2	41.2	17.6	20.4	33.5	46.1
										2014	*	*	*	24.0	56.0	20.0	14.7	33.9	51.4
										5 2015	*	*	*	53.6	35.7	10.7	23.8	35.7	40.5
										2014	*	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8
										6 2015	*	*	*	20.8	37.5	41.7	22.8	32.2	45.0
										2014	*	*	*	13.8	24.1	62.1	16.0	37.0	47.0
										7 2015	*	*	*	16.2	35.1	48.6	14.1	31.3	54.5
										2014	*	*	*	10.0	56.7	33.3	13.3	31.9	54.9
										8 2015	*	*	*	6.3	40.6	53.1	16.9	39.0	44.0
										2014	*	*	*	17.9	48.7	33.3	17.8	35.7	46.5
										A 2015	*	*	*	17.2	24.1	58.6	22.9	32.8	44.3
										2014	*	*	*	21.4	33.3	45.2	22.2	34.3	43.5
										3 2015	*	*	*	5.3	31.6	63.2	16.5	28.9	54.6
										2014	*	*	*	26.3	47.4	26.3	10.3	26.5	63.2
										4 2015	*	*	*	29.4	35.3	35.3	17.4	28.1	54.5
										2014	*	*	*	16.0	44.0	40.0	11.9	24.3	63.8
										5 2015	*	*	*	32.1	35.7	32.1	16.4	29.9	53.7
										2014	*	*	*	≤5.0	45.0	55.0	11.4	25.0	63.6
										6 2015	*	*	*	12.5	25.0	62.5	16.8	24.6	58.6
										2014	*	*	*	6.9	27.6	65.5	13.3	23.5	63.2
										7 2015	*	*	*	13.5	37.8	48.6	10.9	22.8	66.3
										2014	*	*	*	≤5.0	20.0	76.7	12.2	21.0	66.9
										8 2015	*	*	*	12.5	9.4	78.1	13.2	28.8	58.0
										2014	*	*	*	7.7	33.3	59.0	12.6	24.6	62.8
										E 2015	*	*	*	13.8	20.7	65.5	19.0	27.7	53.3
										2014	*	*	*	23.8	26.2	50.0	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

#### **Bel Air Elementary**

#### PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro- expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	82	*	≤5.0	9	11.0	13	15.9	54	65.9	*	≤5.0
English/Language Arts 4	72	4	5.6	7	9.7	10	13.9	42	58.3	9	12.5
English/Language Arts 5	84	*	≤5.0	6	7.1	15	17.9	55	65.5	5	6.0
Mathematics 3	82	*	≤5.0	10	12.2	22	26.8	37	45.1	11	13.4
Mathematics 4	72	5	6.9	6	8.3	27	37.5	32	44.4	*	≤5.0
Mathematics 5	83	5	6.0	9	10.8	27	32.5	34	41.0	8	9.6

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	St	ate	Sch	iool	Cou	inty	Sta	te
Attendance Rate %	2015 20	14 2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	*	* ≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	*	* ≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 22.5	30.1	21.5	24.4	27.4	27.2
High	≥ <b>95.0</b> ≥ 95.	0 <b>94.1</b>	94.4	92.4	92.7	Advanced Professional 70.4	69.9	72.2	73.9	65.2	65.5
8						Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 1.4	0.0	0.4	0.1	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualifie	d teacl	ners			
Class of 2014 (4-Year Rate)	93.1	3	89.83		86.39	All Quartiles 3.4	3.1	4.6	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	94.94	91.27		88.70		Elementary Low Poverty *	*	2.3	1.0	2.9	3.0
						Elementary High Poverty *	*	1.9	0.0	10.5	11.4
						Secondary Low Poverty *	*	5.7	5.2	6.7	6.0

											Secondary Low Po			*	*	5.7 9.1	5.2 1.3	6.7 17.7	6.0 15.7	
											, 5									
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient %	dvanced %	A	lt-MS/	A Profi	icienc	y Lev	els			
GRADE	S	CHOOL	. %	С	OUNTY	/ %	,	STATE	%		GRAI	DE	SCHOO	L %	С	OUNTY	%	5	STATE S	%
5 2015	*	*	*	28.3	62.2	9.5	36.7	53.9	9.5		5 2	2015 *	*	*	42.9	32.1	25.0	24.3	40.8	34.9
2014	*	*	*	25.9	63.3	10.9	35.8	54.9	9.3		2	2014 *	*	*	20.0	65.0	15.0	19.6	42.5	37.9
8 2015	*	*	*	21.3	70.3	8.4	31.9	61.7	6.4		8 2	2015 *	*	*	6.3	34.4	59.4	24.0	37.6	38.4
2014	*	*	*	19.7	72.5	7.8	30.6	62.8	6.6		2	2014 *	*	*	17.9	48.7	33.3	19.8	41.0	39.2
*B 2015	≤5.0	67.0	28.5	9.1	65.9	25.0	15.4	61.2	23.4		В 2	2015 *	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014	≤5.0	64.8	32.7	7.7	66.0	26.2	15.4	61.7	22.9		2	2014 *	*	*	23.8	45.2	31.0	28.7	37.3	34.0
											3 2	2015 *	*	*	21.1	57.9	21.1	19.3	38.4	42.3
											2	2014 *	*	*	26.3	42.1	31.6	12.5	35.9	51.6
											4 2	2015 *	*	*	41.2	41.2	17.6	20.4	33.5	46.1
											2	2014 *	*	*	24.0	56.0	20.0	14.7	33.9	51.4
											5 2	2015 *	*	*	53.6	35.7	10.7	23.8	35.7	40.5
											2	2014 *	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8
											6 2	2015 *	*	*	20.8	37.5	41.7	22.8	32.2	45.0
											2	2014 *	*	*	13.8	24.1	62.1	16.0	37.0	47.0
											7 2	2015 *	*	*	16.2	35.1	48.6	14.1	31.3	54.5
											2	2014 *	*	*	10.0	56.7	33.3	13.3	31.9	54.9
											8 2	2015 *	*	*	6.3	40.6	53.1	16.9	39.0	44.0
											2	2014 *	*	*	17.9	48.7	33.3	17.8	35.7	46.5
											A 2	2015 *	*	*	17.2	24.1	58.6	22.9	32.8	44.3
											2	2014 *	*	*	21.4	33.3	45.2	22.2	34.3	43.5
											3 2	2015 *	*	*	5.3	31.6	63.2	16.5	28.9	54.6
												2014 *	*	*		47.4		10.3		63.2
												2015 *	*	*		35.3			28.1	54.5
												2014 *	*	*		44.0		11.9		63.8
												2015 *	*	*		35.7		16.4		53.7
												2014 *	*	*		45.0	55.0	11.4		63.6
												2015 *	*	*				16.8		58.6
												2014 *	*	*					23.5	
												2015 *	*	*		37.8		10.9		66.3
												2014 *	*	*		20.0			21.0	
												2015 *	*	*					28.8	
												2014 *	*	*		33.3			24.6	
												2015 *	*			20.7			27.7	
											2	2014 *	*	*	23.8	26.2	50.0	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

#### **Bel Air High**

#### PARCC Assessment Performance Results Summary - 2015

					Perfor	mance l	Level				
•		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Approa expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 10	407	28	6.9	43	10.6	74	18.2	174	42.8	88	21.6
Algebra I	145	13	9.0	43	29.7	58	40.0	31	21.4	*	≤5.0
Algebra II	324	29	9.0	87	26.9	112	34.6	96	29.6	*	≤5.0

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

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#### **PARCC Performance Level Descriptors (PLD)**

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	S	chool	Co	unty	Sta	ate		Sch	ool	Cou	nty	Sta	te
Attendance Rate %	201	2014	2015	2014	2015	2014	Teacher Qualifications	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional	14.0	10.5	21.5	24.4	27.4	27.2
High	*	*	94.1	94.4	92.4	92.7	Advanced Professional	82.5	86.0	72.2	73.9	65.2	65.5
3							Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher	1.8	0.0	0.4	0.1	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly q	ualifie	d teach	ers			
Class of 2014 (4-Year Rate)		*		89.83		86.39	All Quartiles	9.6	3.5	4.6	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	*		91.27		88.70		Elementary Low Poverty	*	*	2.3	1.0	2.9	3.0
· · · · · ·							Elementary High Poverty	*	*	1.9	0.0	10.5	11.4
							Secondary Low Poverty	*	*	5.7	5.2	6.7	6.0
							Secondary High Poverty	*	*	9.1	1.3	17.7	15.7

											Secondary Low Poverty Secondary High Poverty			*	*	5.7 9.1	5.2 1.3	6.7 17.7	6.0 15.7	
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient % Advance	d %	Alt-	-MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	_ %	С	OUNTY	′ %	,	STATE	%		GRADE	SO	CHOOL	_ %	С	OUNTY	%	5	STATE	%
5 2015	*	*	*	28.3	62.2	9.5	36.7	53.9	9.5		5 2015	*	*	*	42.9	32.1	25.0	24.3	40.8	34.9
2014	*	*	*	25.9	63.3	10.9	35.8	54.9	9.3		2014	*	*	*	20.0	65.0	15.0	19.6	42.5	37.9
8 2015	13.6	75.4	10.9	21.3	70.3	8.4	31.9	61.7	6.4		8 2015	*	*	*	6.3	34.4	59.4	24.0	37.6	38.4
2014	9.4	79.8	10.8	19.7	72.5	7.8	30.6	62.8	6.6		2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0	15.4	61.2	23.4		B 2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9		2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
											3 2015	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3
											2014	*	*	*	26.3	42.1	31.6	12.5	35.9	51.6
											4 2015	*	*	*	41.2	41.2	17.6	20.4	33.5	46.1
											2014	*	*	*	24.0	56.0	20.0	14.7	33.9	51.4
											5 2015	*	*	*	53.6	35.7	10.7	23.8	35.7	40.5
											2014	*	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8
											6 2015	*	*	*	20.8	37.5	41.7	22.8	32.2	45.0
											2014	*	*	*	13.8	24.1	62.1	16.0	37.0	47.0
											7 2015	*	*	*	16.2	35.1	48.6	14.1	31.3	54.5
											2014	*	*	*	10.0	56.7	33.3	13.3	31.9	54.9
											8 2015	*	*	*	6.3	40.6	53.1	16.9	39.0	44.0
											2014	*	*	*	17.9	48.7	33.3	17.8	35.7	46.5
											A 2015	*	*	*	17.2	24.1	58.6	22.9	32.8	44.3
											2014	*	*	*	21.4	33.3	45.2	22.2	34.3	43.5
											3 2015	*	*	*	5.3	31.6	63.2	16.5	28.9	54.6
											2014	*	*	*	26.3	47.4	26.3	10.3	26.5	63.2
											4 2015	*	*	*	29.4	35.3	35.3	17.4	28.1	54.5
											2014	*	*	*	16.0	44.0	40.0	11.9	24.3	63.8
											5 2015	*	*	*	32.1	35.7	32.1	16.4	29.9	53.7
											2014	*	*	*	≤5.0	45.0	55.0	11.4	25.0	63.6
											6 2015	*	*	*	12.5	25.0	62.5	16.8	24.6	58.6
											2014	*	*	*	6.9	27.6	65.5	13.3	23.5	63.2
											7 2015	*	*	*	13.5	37.8	48.6	10.9	22.8	66.3
											2014	*	*	*	≤5.0	20.0	76.7	12.2	21.0	66.9
											8 2015	*	*	*	12.5	9.4	78.1	13.2	28.8	58.0
											2014	*	*	*	7.7	33.3	59.0	12.6	24.6	62.8
											E 2015	*	*	*	13.8	20.7	65.5	19.0	27.7	53.3
											2014	*	*	*	23.8	26.2	50.0	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

#### **Bel Air Middle**

#### PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	-	Appro: expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 6	407	*	≤5.0	22	5.4	95	23.3	210	51.6	68	16.7
English/Language Arts 7	418	*	≤5.0	31	7.4	101	24.2	186	44.5	87	20.8
English/Language Arts 8	402	*	≤5.0	31	7.7	95	23.6	206	51.2	55	13.7
Mathematics 6	410	*	≤5.0	58	14.1	113	27.6	188	45.9	42	10.2
Mathematics 7	329	*	≤5.0	56	17.0	136	41.3	118	35.9	*	≤5.0
Mathematics 8	277	21	7.6	58	20.9	67	24.2	106	38.3	25	9.0
Algebra I	219	*	≤5.0	*	≤5.0	43	19.6	159	72.6	14	6.4

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	Scl	hool	Co	unty	Sta	ate	So	chool	Cou	inty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	201	5 2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7						
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	19.4	16.7	21.5	24.4	27.4	27.2
High	94.7	94.7	94.1	94.4	92.4	92.7	79.2	83.3	72.2	73.9	65.2	65.5
0							0.0	0.0	0.0	0.0	1.1	0.7
							0.0	0.0	0.4	0.1	1.5	1.0
Cohort Graduation Rate							y highly qualif	fied teac	hers			
Class of 2014 (4-Year Rate)		93.26		89.83		86.39	0.	<b>.5</b> 1.	6 <b>4.6</b>	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	94.32		91.27		88.70		у :	*	* 2.3	1.0	2.9	3.0
							ty <sup>1</sup>	*	* 1.9	0.0	10.5	11.4
							, :	*	* 5.7	5.2	6.7	6.0
							<i>,</i>	*	* 9.1	. 1.3	17.7	15.7

										Secondary High Pover			*	*	9.1	1.3	17.7	15.7	,
				_										_		_			
			oficier	-				В	asic %	Proficient % Advanced %			A Profi		-				
GRADE		CHOOL			OUNTY			STATE		GRADE		SCHOO			OUNTY			STATE 9	
5 2015	*	*	*		62.2		36.7		9.5	5 2015	*	*	*		32.1			40.8	
2014	*	*	*		63.3		35.8		9.3	2014	*	*	*		65.0			42.5	
8 2015	*	*	*		70.3		31.9		6.4	8 2015		*	*		34.4			37.6	
2014	*	*	*		72.5	7.8	30.6		6.6	2014		*	*		48.7			41.0	
*B 2015		74.7		9.1		25.0		61.2		B 2015		*	*		51.7			37.5	
2014	≤5.0	67.0	30.7	7.7	66.0	26.2	15.4	61.7	22.9	2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
										3 2015		*	*		57.9			38.4	
										2014		*	*		42.1			35.9	
										4 2015		*	*		41.2				46.1
										2014 5 <b>201</b> 5		*	*		56.0 <b>35.7</b>			33.9 <b>35.7</b>	
										2014	*	*	*		80.0			40.3	40.5
										6 2015	*	*	*		<b>37.5</b>			32.2	
										2014		*	*		24.1			37.0	
										7 2015		*	*		35.1			31.3	
										2014	*	*	*		56.7			31.9	
										8 2015	*	*	*		40.6		16.9		44.0
										2014		*	*		48.7			35.7	
										A 2015		*	*		24.1			32.8	
										2014		*	*		33.3			34.3	
										3 2015	*	*	*	5.3	31.6	63.2	16.5	28.9	54.6
										2014	*	*	*	26.3	47.4	26.3	10.3	26.5	63.2
										4 2015	*	*	*	29.4	35.3	35.3	17.4	28.1	54.5
										2014	*	*	*	16.0	44.0	40.0	11.9	24.3	63.8
										5 2015	*	*	*	32.1	35.7	32.1	16.4	29.9	53.7
										2014	*	*	*	≤5.0	45.0	55.0	11.4	25.0	63.6
										6 2015	*	*	*	12.5	25.0	62.5	16.8	24.6	58.6
										2014	*	*	*	6.9	27.6	65.5	13.3	23.5	63.2
										7 2015	*	*	*	13.5	37.8	48.6	10.9	22.8	66.3
										2014	*	*	*	≤5.0	20.0	76.7	12.2	21.0	66.9
										8 2015	*	*	*	12.5	9.4	78.1	13.2	28.8	58.0
										2014	*	*	*	7.7	33.3	59.0	12.6	24.6	62.8
										E 2015	*	*	*	13.8	20.7	65.5	19.0	27.7	53.3
										2014	*	*	*	23.8	26.2	50.0	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

#### C. Milton Wright High

#### PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
•		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Approa expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 10	327	*	≤5.0	33	10.1	61	18.7	143	43.7	78	23.9
Algebra I	170	11	6.5	34	20.0	68	40.0	57	33.5	*	≤5.0
Algebra II	326	39	12.0	89	27.3	74	22.7	117	35.9	*	≤5.0

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

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#### **PARCC Performance Level Descriptors (PLD)**

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	Scl	hool	Co	unty	Sta	ate		Scho	ool	Cou	nty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 2	015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	85.7	84.9	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 20	0.0	31.3	21.5	24.4	27.4	27.2
High	79.8	82.9	94.1	94.4	92.4	92.7	Advanced Professional 80	0.0	62.5	72.2	73.9	65.2	65.5
S .							Resident Teacher 0	0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 0	0.0	6.3	0.4	0.1	1.5	1.0
ohort Graduation Rate							% of classes NOT taught by highly qua	alified	d teach	ers			
Class of 2014 (4-Year Rate)		25.00		89.83		86.39	All Quartiles	1.3	1.3	4.6	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	33.33	_5.00	91.27	03.03	88.70	00.55	Elementary Low Poverty	*	*	2.3	1.0	2.9	3.0
, , , , , , , , , , , , , , , , , , , ,							Elementary High Poverty	*	*	1.9	0.0	10.5	11.4
							Secondary Low Poverty	*	*	5.7	5.2	6.7	6.0
							Secondary High Poverty	*	*	9.1	1.3	17.7	15.7

											secondary Low Poverty Secondary High Poverty			*	*	5.7 9.1	5.2 1.3	6.7 17.7	6.0 15.7	
											, , ,									
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient % Advanced	%	Alt	-MSA	Profi	cienc	y Leve	els			
GRADE	S	CHOOL	. %	С	OUNTY	/ %	;	STATE	%		GRADE	S	CHOOL	_ %	С	OUNTY	%	5	STATE 9	%
5 2015	*	*	*	28.3	62.2	9.5	36.7	53.9	9.5		5 2015	*	*	*	42.9	32.1	25.0	24.3	40.8	34.9
2014	*	*	*	25.9	63.3	10.9	35.8	54.9	9.3		2014	*	*	*	20.0	65.0	15.0	19.6	42.5	37.9
8 2015	*	*	*	21.3	70.3	8.4	31.9	61.7	6.4		8 2015	*	*	*	6.3	34.4	59.4	24.0	37.6	38.4
2014	80.0	20.0	≤5.0	19.7	72.5	7.8	30.6	62.8	6.6		2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2
*B 2015	47.6	52.4	≤5.0	9.1	65.9	25.0	15.4	61.2	23.4		B 2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014	33.3	66.7	≤5.0	7.7	66.0	26.2	15.4	61.7	22.9		2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
											3 2015	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3
											2014	*	*	*	26.3	42.1	31.6	12.5	35.9	51.6
											4 2015	*	*	*	41.2	41.2	17.6	20.4	33.5	46.1
											2014	*	*	*	24.0	56.0	20.0	14.7	33.9	51.4
											5 2015	*	*	*	53.6	35.7	10.7	23.8	35.7	40.5
											2014	*	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8
											6 2015	*	*	*	20.8	37.5	41.7	22.8	32.2	45.0
											2014	*	*	*	13.8	24.1	62.1	16.0	37.0	47.0
											7 2015	*	*	*	16.2	35.1	48.6	14.1	31.3	54.5
											2014	*	*	*	10.0	56.7	33.3	13.3	31.9	54.9
											8 2015	*	*	*	6.3	40.6	53.1	16.9	39.0	44.0
											2014	*	*	*	17.9	48.7	33.3	17.8	35.7	46.5
											A 2015	*	*	*	17.2	24.1	58.6	22.9	32.8	44.3
											2014	*	*	*	21.4	33.3	45.2	22.2	34.3	43.5
											3 2015	*	*	*	5.3	31.6	63.2	16.5	28.9	54.6
											2014	*	*	*	26.3	47.4	26.3	10.3	26.5	63.2
											4 2015	*	*	*	29.4	35.3	35.3	17.4	28.1	54.5
											2014	*	*	*		44.0		11.9	24.3	63.8
											5 2015	*	*	*	32.1	35.7	32.1	16.4	29.9	53.7
											2014	*	*	*		45.0	55.0	11.4	25.0	63.6
											6 2015	*	*	*				16.8		58.6
											2014	*	*	*					23.5	63.2
											7 2015	*	*	*		37.8			22.8	66.3
											2014	*	*	*		20.0			21.0	
											8 2015	*	*	*	12.5				28.8	
											2014	*	*	*		33.3			24.6	
											E 2015	*	*	*		20.7			27.7	
											2014	*	*	*	23.8	26.2	50.0	18.8	26.6	54.5

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### **Center for Educational Opportunity**

#### PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met tations	Appro- expect	ached ations	Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 6	*	*	*	*	*	*	*	*	*	*	*
English/Language Arts 7	10	4	40.0	3	30.0	3	30.0	*	≤5.0	*	≤5.0
English/Language Arts 8	*	*	*	*	*	*	*	*	*	*	*
English/Language Arts 10	13	9	69.2	3	23.1	*	≤5.0	*	≤5.0	1	7.7
Mathematics 6	*	*	*	*	*	*	*	*	*	*	*
Mathematics 7	10	3	30.0	6	60.0	1	10.0	*	≤5.0	*	≤5.0
Mathematics 8	*	*	*	*	*	*	*	*	*	*	*
Algebra I	18	9	50.0	5	27.8	3	16.7	1	5.6	*	≤5.0
Algebra II	*	*	*	*	*	*	*	*	*	*	*

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Level 1: Did not yet meet expectations

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Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	St	ate	Sc	hool	Cou	inty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	ualifications 201	2014	2015	2014	2015	2014
Elementary	<b>≥ 95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	cates:					
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Professional 23.7	37.1	21.5	24.4	27.4	27.2
High	* *	94.1	94.4	92.4	92.7	d Professional 60.5	62.9	72.2	73.9	65.2	65.5
5						Teacher 0.0	0.0	0.0	0.0	1.1	0.7
						nal Teacher 0.0	0.0	0.4	0.1	1.5	1.0
Cohort Graduation Rate						es NOT taught by highly qualif	ied tead	hers			
Class of 2014 (4-Year Rate)	*		89.83		86.39	tiles 5.0	0.	0 <b>4.6</b>	4.6	8.4	7.6
	*	91.27		88.70		ary Low Poverty	k	* 2.3	1.0	2.9	3.0
Class of 2014 (5-Year Rate)						ary High Poverty	k	* 1.9	0.0	10.5	11.4
Class of 2014 (5-Year Rate)						ary Low Poverty '	k	* 5.7	5.2	6.7	6.0
Class of 2014 (5-Year Rate)						,					

										Secondary High Povert	у		*	*	9.1	1.3	17.7	15.7	1
	MS	Δ Pro	oficier	ncy Le	vels			В	asic %	Proficient % Advanced %	Δlt	-MSA	\ Profi	cienc	v I ev	els			
GRADE		CHOOL		-	OUNTY	′ %	9	STATE		GRADE		CHOOL			OUNTY		ç	STATE 9	%
5 2015	41.5		5.9		62.2	9.5		53.9	9.5	5 2015	*	*	*		32.1			40.8	
2014	23.1		9.4	25.9		10.9		54.9	9.3	2014	*	*	*		65.0		19.6	42.5	37.9
8 2015	*	*	*	21.3	70.3	8.4	31.9	61.7	6.4	8 2015	*	*	*	6.3	34.4	59.4	24.0	37.6	38.4
2014	*	*	*	19.7	72.5	7.8	30.6	62.8	6.6	2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0	15.4	61.2	23.4	В 2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9	2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
										3 2015	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3
										2014	*	*	*	26.3	42.1	31.6	12.5	35.9	51.6
										4 2015	*	*	*	41.2	41.2	17.6	20.4	33.5	46.1
										2014	*	*	*	24.0	56.0	20.0	14.7	33.9	51.4
										5 2015	*	*	*	53.6	35.7	10.7	23.8	35.7	40.5
										2014	*	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8
										6 2015	*	*	*	20.8	37.5	41.7	22.8	32.2	45.0
										2014	*	*	*		24.1				47.0
										7 2015	*	*	*		35.1				54.5
										2014	*	*	*		56.7				54.9
										8 2015	*	*	*			53.1	16.9		44.0
										2014	*	*	*		48.7			35.7	
										A 2015	•		*		24.1				44.3
										2014				21.4	33.3	45.2	22.2	34.3	43.5
										3 2015	*	*	*	5.3	31.6	63.2	16.5	28.0	54.6
										2014	*	*	*		47.4				63.2
										4 2015	*	*	*		35.3			28.1	
										2014	*	*	*		44.0		11.9		63.8
										5 2015	*	*	*		35.7	32.1	16.4		53.7
										2014	*	*	*	≤5.0	45.0	55.0	11.4	25.0	63.6
										6 2015	*	*	*	12.5	25.0	62.5	16.8	24.6	58.6
										2014	*	*	*	6.9	27.6	65.5	13.3	23.5	63.2
										7 2015	*	*	*	13.5	37.8	48.6	10.9	22.8	66.3
										2014	*	*	*	≤5.0	20.0	76.7	12.2	21.0	66.9
										8 2015	*	*	*	12.5	9.4	78.1	13.2	28.8	58.0
										2014	*	*	*	7.7	33.3	59.0	12.6	24.6	62.8
										E 2015	*	*	*	13.8	20.7	65.5	19.0	27.7	53.3
										2014	*	*	*	23.8	26.2	50.0	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

#### **Church Creek Elementary**

#### PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
6		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro- expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	116	16	13.8	18	15.5	33	28.4	45	38.8	*	≤5.0
English/Language Arts 4	118	*	≤5.0	21	17.8	38	32.2	47	39.8	8	6.8
English/Language Arts 5	135	*	≤5.0	26	19.3	38	28.1	59	43.7	7	5.2
Mathematics 3	116	12	10.3	24	20.7	36	31.0	37	31.9	7	6.0
Mathematics 4	118	7	5.9	34	28.8	36	30.5	39	33.1	*	≤5.0
Mathematics 5	135	*	≤5.0	38	28.1	43	31.9	40	29.6	9	6.7

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	Sta	ate	Sc	hool	Cou	nty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	<b>≥ 95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 15.0	15.0	21.5	24.4	27.4	27.2
High	* *	94.1	94.4	92.4	92.7	Advanced Professional 75.0	85.0	72.2	73.9	65.2	65.5
3						Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	0.0	0.4	0.1	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualifi	ed teac	hers			
Class of 2014 (4-Year Rate)	*		89.83		86.39	All Quartiles 4.8	0.0	4.6	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	*	91.27		88.70		Elementary Low Poverty *	: ;	* 2.3	1.0	2.9	3.0
						Elementary High Poverty *	: ;	* 1.9	0.0	10.5	11.4
						Secondary Low Poverty *	: ;	* 5.7	5.2	6.7	6.0
						Secondary High Poverty *		* 9.1	1.3		

										Secondary High Pover	,		*	*	9.1	1.3	17.7	15.7	•
	MS	A Pro	oficier	ncv Le	vels			В	asic %	Proficient % Advanced %	Alt	-MSA	\ Profi	cienc	v Lev	els			
GRADE		CHOOL		•	OUNTY	/ %	9	STATE		GRADE		CHOOL			OUNTY		ç	STATE S	2%
5 2015		65.7			62.2	9.5		53.9	9.5	5 2015	*	*	*		32.1			40.8	
2014	11.5	78.7	9.8	25.9	63.3	10.9	35.8	54.9	9.3	2014	*	*	*	20.0	65.0	15.0	19.6	42.5	37.9
8 2015	*	*	*	21.3	70.3	8.4	31.9	61.7	6.4	8 2015	*	*	*	6.3	34.4	59.4	24.0	37.6	38.4
2014	*	*	*	19.7	72.5	7.8	30.6	62.8	6.6	2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0	15.4	61.2	23.4	B 2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9	2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
										3 2015	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3
										2014	*	*	*	26.3	42.1	31.6	12.5	35.9	51.6
										4 2015	*	*	*		41.2			33.5	46.1
										2014	*	*	*		56.0		14.7		51.4
										5 2015	*	*	*		35.7		23.8		40.5
										2014	•	*	*		80.0				40.8
										<b>6 2015</b> 2014	*	*	*		<b>37.5</b> 24.1			<b>32.2</b> 37.0	<b>45.0</b> 47.0
										7 2015	*	*	*		35.1				<b>54.5</b>
										2014	*	*	*		56.7				54.9
										8 2015	*	*	*			53.1	16.9		44.0
										2014	*	*	*		48.7			35.7	
										A 2015	*	*	*		24.1				44.3
										2014	*	*	*			45.2			43.5
										3 2015	*	*	*	5.3	31.6	63.2	16.5	28.9	54.6
										2014	*	*	*	26.3	47.4	26.3	10.3	26.5	63.2
										4 2015	*	*	*	29.4	35.3	35.3	17.4	28.1	54.5
										2014	*	*	*	16.0	44.0	40.0	11.9	24.3	63.8
										5 2015	*	*	*	32.1	35.7	32.1	16.4	29.9	53.7
										2014	*	*	*			55.0	11.4	25.0	63.6
										6 2015	*	*	*		25.0	62.5		24.6	58.6
										2014	*	*	*			65.5			
										7 2015	*	*	*					22.8	
										2014	*	*	*		20.0			21.0	
										<b>8 2015</b> 2014	*	*	*	12.5	33.3	<b>78.1</b>		<b>28.8</b> 24.6	
										E 2014	*	*	*		20.7			24.6 27.7	
										2013	*	*	*			50.0			
										2014				23.0	20.2	55.0	10.0	20.0	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

#### **Churchville Elementary**

#### PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro: expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	58	*	≤5.0	4	6.9	14	24.1	34	58.6	4	6.9
English/Language Arts 4	61	*	≤5.0	*	≤5.0	10	16.4	36	59.0	14	23.0
English/Language Arts 5	70	*	≤5.0	4	5.7	7	10.0	50	71.4	9	12.9
Mathematics 3	58	*	≤5.0	5	8.6	20	34.5	32	55.2	*	≤5.0
Mathematics 4	61	*	≤5.0	10	16.4	18	29.5	26	42.6	6	9.8
Mathematics 5	70	*	≤5.0	10	14.3	21	30.0	34	48.6	4	5.7

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	Sc	hool	Co	unty	St	ate	Sc	hool	Cou	inty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	her Qualifications 2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	94.3	≥ 95.0	≥ 95.0	95.4	95.7	f certificates:					
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	andard Professional 10.0	20.0	21.5	24.4	27.4	27.2
High	*	*	94.1	94.4	92.4	92.7	dvanced Professional 70.0	80.0	72.2	73.9	65.2	65.5
							esident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
							onditional Teacher 0.0	0.0	0.4	0.1	1.5	1.0
Cohort Graduation Rate							of classes NOT taught by highly qualifi	ed teac	hers			
Class of 2014 (4-Year Rate)		*		89.83		86.39	All Quartiles 9.1	9.1	4.6	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	*		91.27	22.00	88.70	22.33	lementary Low Poverty *	. ,	* 2.3	1.0	2.9	3.0
(							lementary High Poverty *	. ,	* 1.9	0.0	10.5	11.4
							secondary Low Poverty *	. ,	5.7	5.2	6.7	6.0
							econdary High Poverty *		* 9.1	1.3	17.7	15.7

											Seco	ndary High Poverty	,		*	*	9.1	1.3	17.7	15.7	7
	B 4C	A D	. <b>.</b> : . :					D	asis 0/	Draficiant 9/	Advanced 9/		A 14	D.4.C.A	Duefi			-1-			
			oficier	-					asic %	Proficient %	Advanced %				Profi		•				
GRADE		CHOOL			OUNTY			STATE				GRADE		CHOOL			OUNTY			STATE	
5 2015		68.8				9.5		53.9	9.5			5 2015	*	*	*		32.1			40.8	
2014	33.3	57.1			63.3	10.9		54.9	9.3			2014	*	*	*			15.0			37.9
8 2015	*	*	*		70.3	8.4		61.7	6.4			8 2015	*	*	*		34.4		24.0		38.4
2014	*	*	*	19.7	72.5	7.8	30.6	62.8	6.6			2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0	15.4	61.2	23.4			B 2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9			2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
												3 2015	*	*	*		57.9		19.3		42.3
												2014	*	*	*		42.1		12.5		51.6
												4 2015	*	*	*		41.2		20.4		46.1
												2014	*	*	*	24.0	56.0	20.0	14.7	33.9	51.4
												5 2015	*	*	*		35.7	10.7	23.8		40.5
												2014	*	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8
												6 2015	*	*	*		37.5		22.8		45.0
												2014	*	*	*		24.1		16.0	37.0	47.0
												7 2015	*	*	*	16.2	35.1	48.6	14.1	31.3	54.5
												2014	*	*	*		56.7		13.3	31.9	54.9
												8 2015	*	*	*		40.6		16.9	39.0	44.0
												2014	*	*	*	17.9	48.7	33.3	17.8	35.7	46.5
												A 2015	*	*	*	17.2	24.1	58.6	22.9	32.8	44.3
												2014	*	*	*	21.4	33.3	45.2	22.2	34.3	43.5
												3 2015	*	*	*		31.6		16.5		54.6
												2014	*	*	*		47.4		10.3	26.5	63.2
												4 2015	*	*	*		35.3			28.1	54.5
												2014	*	*	*	16.0	44.0	40.0	11.9	24.3	63.8
												5 2015	*	*	*		35.7		16.4		53.7
												2014	*	*	*		45.0	55.0		25.0	63.6
												6 2015	*	*	*	12.5	25.0	62.5	16.8	24.6	58.6
												2014	*	*	*			65.5			63.2
												7 2015	*	*	*		37.8		10.9		66.3
												2014	*	*	*			76.7			
												8 2015	*	*	*			78.1			
												2014	*	*	*		33.3		12.6		
												E 2015	*	*	*		20.7		19.0		
												2014	*	*	*	23.8	26.2	50.0	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

#### **Darlington Elementary**

#### PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro- expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	27	*	≤5.0	7	25.9	7	25.9	10	37.0	3	11.1
English/Language Arts 4	16	1	6.3	1	6.3	5	31.3	5	31.3	4	25.0
English/Language Arts 5	16	1	6.3	1	6.3	5	31.3	7	43.8	2	12.5
Mathematics 3	27	3	11.1	3	11.1	11	40.7	9	33.3	*	≤5.0
Mathematics 4	16	*	≤5.0	3	18.8	2	12.5	11	68.8	*	≤5.0
Mathematics 5	16	*	≤5.0	2	12.5	3	18.8	11	68.8	*	≤5.0

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

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#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	Sc	chool	Co	unty	St	ate	Sci	nool	Cou	nty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 31.6	48.6	21.5	24.4	27.4	27.2
High	*	*	94.1	94.4	92.4	92.7	Advanced Professional 52.6	51.4	72.2	73.9	65.2	65.5
8							Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 0.0	0.0	0.4	0.1	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualifi	ed teacl	ners			
Class of 2014 (4-Year Rate)		*		89.83		86.39	All Quartiles 2.5	5.1	4.6	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	*		91.27	05.05	88.70	00.55	Elementary Low Poverty *	*	2.3	1.0	2.9	3.0
,							Elementary High Poverty *	*	1.9	0.0	10.5	11.4
							Secondary Low Poverty *	*	5.7	5.2	6.7	6.0
							Secondary High Poverty *	*	9.1	1.3	17.7	15.7

										Secondary High Pover			*	*	9.1	1.3	17.7	15.7	
	MS	SA Pro	oficier	ncy Le	vels			E	Basic %	Proficient % Advanced %	Alt	-MSA	A Prof	icienc	y Lev	els			
GRADE		CHOOL			OUNT			STATE	%	GRADE	S	CHOO			OUNTY			STATE	
5 2015		43.5			62.2			53.9	9.5	5 2015	*	*	*		32.1			40.8	
2014		48.8		25.9	63.3	10.9		54.9	9.3	2014	*	*	*		65.0			42.5	37.9
8 2015	*	*	*	21.3	70.3	8.4	31.9	61.7	6.4	8 2015	*	*	*	6.3	34.4	59.4	24.0	37.6	38.4
2014	*	*	*	19.7	72.5	7.8	30.6	62.8	6.6	2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0	15.4	61.2	23.4	B 2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9	2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
										3 2015	*	*	*		57.9		19.3		42.3
										2014	*	*	*		42.1				51.6
										4 2015	*	*	*		41.2			33.5	46.1
										2014	*	*	*					33.9	51.4
										5 2015	*	*	*		35.7			35.7	
										2014	*	*	*					40.3	40.8
										6 2015	*	*	*		37.5				45.0
										2014		*	*		24.1				47.0
										7 2015	*	*	*		<b>35.1</b> 56.7			<b>31.3</b> 31.9	54.5
										2014 <b>8 201</b> 5	*	*	*			53.1	16.9		54.9 <b>44.0</b>
										2014	*	*	*		48.7				46.5
										A 2015	*	*	*		24.1				44.3
										2014	*	*	*			45.2			
															55.5	13.2		5 115	10.0
										3 2015	*	*	*	5.3	31.6	63.2	16.5	28.9	54.6
										2014	*	*	*		47.4			26.5	63.2
										4 2015	*	*	*	29.4	35.3	35.3	17.4	28.1	54.5
										2014	*	*	*	16.0	44.0	40.0	11.9	24.3	63.8
										5 2015	*	*	*	32.1	35.7	32.1	16.4	29.9	53.7
										2014	*	*	*	≤5.0	45.0	55.0	11.4	25.0	63.6
										6 2015	*	*	*	12.5	25.0	62.5	16.8	24.6	58.6
										2014	*	*	*	6.9	27.6	65.5	13.3	23.5	63.2
										7 2015	*	*	*	13.5	37.8	48.6	10.9	22.8	66.3
										2014	*	*	*	≤5.0	20.0	76.7	12.2	21.0	66.9
										8 2015	*	*	*	12.5	9.4	78.1	13.2	28.8	58.0
										2014	*	*	*	7.7	33.3	59.0	12.6	24.6	62.8
										E 2015	*	*	*	13.8	20.7	65.5	19.0	27.7	53.3

2014 \* \* \* 23.8 26.2 50.0 18.8 26.6 54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

#### **Deerfield Elementary**

#### PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro: expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	104	33	31.7	16	15.4	14	13.5	40	38.5	*	≤5.0
English/Language Arts 4	136	17	12.5	31	22.8	48	35.3	37	27.2	*	≤5.0
English/Language Arts 5	124	14	11.3	33	26.6	45	36.3	32	25.8	*	≤5.0
Mathematics 3	105	22	21.0	20	19.0	32	30.5	30	28.6	*	≤5.0
Mathematics 4	138	21	15.2	55	39.9	32	23.2	28	20.3	*	≤5.0
Mathematics 5	124	24	19.4	45	36.3	38	30.6	17	13.7	*	≤5.0

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

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#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	Sta	ate	Sc	chool	Cou	unty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 2015	5 2014	2015	2014	2015	2014
Elementary	≥ <b>95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 13.3	13.3	21.5	24.4	27.4	27.2
High	* *	94.1	94.4	92.4	92.7	Advanced Professional 73.3	86.7	72.2	73.9	65.2	65.5
o .						Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	0.0	0.4	0.1	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualif	ied tead	chers			
Class of 2014 (4-Year Rate)	*		89.83		86.39	All Quartiles 0.0	0.	0 <b>4.</b> 6	<b>5</b> 4.6	8.4	7.6
Class of 2014 (5-Year Rate)	*	91.27		88.70		Elementary Low Poverty	*	* 2.3	1.0	2.9	3.0
						Elementary High Poverty	*	* 1.9	0.0	10.5	11.4
						Secondary Low Poverty *	k	* 5.7	<b>7</b> 5.2	6.7	6.0
						Secondary High Poverty *	k	* 9.1	1 1.3	17.7	15.7

										Secondary High Povert			*	*	9.1	1.3	17.7	15.7	
	N/C	`A D	. <b>f</b> iai a u		ala			D	asic %	Proficient % Advanced %	۸ ۱ ۸	D.A.C.A	Duck			ala.			
			oficier	•									Profi		-				
GRADE		CHOOL			COUNTY			STATE		GRADE	S	CHOOL	- % *		OUNTY			STATE	
5 2015		59.3	5.6		62.2				9.5	5 2015	*	*	*		32.1			40.8	
2014 <b>8 2015</b>	*	60.9 *	10.9	25.9 <b>21.3</b>		10.9 <b>8.4</b>		54.9 <b>61.7</b>	9.3 <b>6.4</b>	2014 <b>8 2015</b>	*	*	*		65.0 <b>34.4</b>			42.5 <b>37.6</b>	38.4
2014	*	*	*	19.7	72.5	7.8		62.8	6.6	2014	*	*	*		48.7	33.3		41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0		61.2		B 2015	*	*	*		51.7				30.6
2014	*	*	*	7.7	66.0	26.2		61.7		2014	*	*	*		45.2			37.3	
2014				,.,	00.0	20.2	13.4	01.7	22.5	2014				23.0	43.2	31.0	20.7	37.3	34.0
										3 2015	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3
										2014	*	*	*		42.1				51.6
										4 2015	*	*	*		41.2			33.5	46.1
										2014	*	*	*	24.0	56.0	20.0	14.7	33.9	51.4
										5 2015	*	*	*	53.6	35.7	10.7	23.8	35.7	40.5
										2014	*	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8
										6 2015	*	*	*	20.8	37.5	41.7	22.8	32.2	45.0
										2014	*	*	*	13.8	24.1	62.1	16.0	37.0	47.0
										7 2015	*	*	*	16.2	35.1	48.6	14.1	31.3	54.5
										2014	*	*	*	10.0	56.7	33.3	13.3	31.9	54.9
										8 2015	*	*	*	6.3	40.6	53.1	16.9	39.0	44.0
										2014	*	*	*	17.9	48.7	33.3	17.8	35.7	46.5
										A 2015	*	*	*	17.2	24.1	58.6	22.9	32.8	44.3
										2014	*	*	*	21.4	33.3	45.2	22.2	34.3	43.5
										3 2015	*	*	*	5.3	31.6	63.2	16.5	28.9	54.6
										2014	*	*	*	26.3	47.4	26.3	10.3	26.5	63.2
										4 2015	*	*	*	29.4	35.3	35.3	17.4	28.1	54.5
										2014	*	*	*	16.0	44.0	40.0	11.9	24.3	63.8
										5 2015	*	*	*		35.7		16.4		53.7
										2014	*	*	*		45.0	55.0		25.0	63.6
										6 2015	*	*	*		25.0				58.6
										2014	*	*	*			65.5			
										7 2015	*	*	*			48.6			
										2014	*	*	*			76.7			
										8 2015	*	*	*			<b>78.1</b> 59.0			
										2014 E 2015	*	*	*		33.3 20.7			24.6 <b>27.7</b>	
										2013	*	*	*			50.0			
										2014					20.2	55.0	10.0		34.3

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

#### **Dublin Elementary**

#### PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
6		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro- expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	47	5	10.6	7	14.9	10	21.3	22	46.8	3	6.4
English/Language Arts 4	37	3	8.1	8	21.6	7	18.9	18	48.6	*	≤5.0
English/Language Arts 5	55	*	≤5.0	15	27.3	18	32.7	19	34.5	*	≤5.0
Mathematics 3	47	*	≤5.0	9	19.1	12	25.5	24	51.1	*	≤5.0
Mathematics 4	37	4	10.8	13	35.1	11	29.7	9	24.3	*	≤5.0
Mathematics 5	55	3	5.5	16	29.1	22	40.0	13	23.6	*	≤5.0

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	Scl	hool	Co	unty	Sta	ate	Sc	hool	Cou	nty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	94.7	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 38.1	28.6	21.5	24.4	27.4	27.2
High	*	*	94.1	94.4	92.4	92.7	Advanced Professional 61.9	71.4	72.2	73.9	65.2	65.5
Ü							Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 0.0	0.0	0.4	0.1	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualifi	ed teac	hers			
Class of 2014 (4-Year Rate)		*		89.83		86.39	All Quartiles 0.0	0.	<b>4.6</b>	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	*		91.27	22.00	88.70	22.55	Elementary Low Poverty *		* 2.3	1.0	2.9	3.0
(, , , , , , , , , , , , , , , , , , ,							Elementary High Poverty *		* 1.9	0.0	10.5	11.4
							Secondary Low Poverty *		* 5.7	5.2	6.7	6.0
							Secondary High Poverty *		* 9.1	1.3	17.7	15.7

											ondary Low Poverty ondary High Poverty	,		*	*	5.7 9.1	5.2 1.3	6.7 17.7	6.0 15.7	
											, , ,									
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient % Advanced %		Alt	-MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	. %	С	OUNTY	/ %	,	STATE	%		GRADE	S	CHOOL	_ %	С	OUNTY	%	;	STATE S	%
5 2015	73.3	26.7	≤5.0	28.3	62.2	9.5	36.7	53.9	9.5		5 2015	*	*	*	42.9	32.1	25.0	24.3	40.8	34.9
2014	50.0	48.6	≤5.0	25.9	63.3	10.9	35.8	54.9	9.3		2014	*	*	*	20.0	65.0	15.0	19.6	42.5	37.9
8 2015	*	*	*	21.3	70.3	8.4	31.9	61.7	6.4		8 2015	*	*	*	6.3	34.4	59.4	24.0	37.6	38.4
2014	*	*	*	19.7	72.5	7.8	30.6	62.8	6.6		2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0	15.4	61.2	23.4		B 2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9		2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
											3 2015	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3
											2014	*	*	*	26.3	42.1	31.6	12.5	35.9	51.6
											4 2015	*	*	*	41.2	41.2	17.6	20.4	33.5	46.1
											2014	*	*	*	24.0	56.0	20.0	14.7	33.9	51.4
											5 2015	*	*	*	53.6	35.7	10.7	23.8	35.7	40.5
											2014	*	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8
											6 2015	*	*	*	20.8	37.5	41.7	22.8	32.2	45.0
											2014	*	*	*	13.8	24.1	62.1	16.0	37.0	47.0
											7 2015	*	*	*	16.2	35.1	48.6	14.1	31.3	54.5
											2014	*	*	*	10.0	56.7	33.3	13.3	31.9	54.9
											8 2015	*	*	*	6.3	40.6	53.1	16.9	39.0	44.0
											2014	*	*	*	17.9	48.7	33.3	17.8	35.7	46.5
											A 2015	*	*	*	17.2	24.1	58.6	22.9	32.8	44.3
											2014	*	*	*	21.4	33.3	45.2	22.2	34.3	43.5
											3 2015	*	*	*		31.6		16.5		54.6
											2014	*	*	*		47.4		10.3		63.2
											4 2015	*	*	*		35.3			28.1	
											2014	*	*	*		44.0		11.9		63.8
											5 2015	*	*	*		35.7		16.4		53.7
											2014	*	*	*		45.0	55.0	11.4		63.6
											6 2015	*	*	*				16.8		58.6
											2014	*	*	*					23.5	
											7 2015	*	*	*		37.8		10.9		66.3
											2014	*	, ,			20.0			21.0	
											8 2015	*	*	*					28.8	
											2014	*	*	*		33.3			24.6	
											E 2015	*	*	*		20.7			27.7	
											2014		T	•	23.8	26.2	50.0	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

#### **Edgewood Elementary**

#### PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro: expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	62	22	35.5	16	25.8	12	19.4	12	19.4	*	≤5.0
English/Language Arts 4	66	8	12.1	20	30.3	22	33.3	16	24.2	*	≤5.0
English/Language Arts 5	61	13	21.3	14	23.0	24	39.3	10	16.4	*	≤5.0
Mathematics 3	62	14	22.6	18	29.0	13	21.0	17	27.4	*	≤5.0
Mathematics 4	66	20	30.3	28	42.4	16	24.2	*	≤5.0	*	≤5.0
Mathematics 5	61	15	24.6	28	45.9	13	21.3	5	8.2	*	≤5.0

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	Sch	nool	Co	unty	Sta	ate	Sc	nool	Cou	nty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 43.5	46.8	21.5	24.4	27.4	27.2
High	92.8	93.0	94.1	94.4	92.4	92.7	Advanced Professional 45.2	48.4	72.2	73.9	65.2	65.5
S .							Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 1.6	0.0	0.4	0.1	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualifi	ed teac	hers			
Class of 2014 (4-Year Rate)	5	34.81		89.83		86.39	All Quartiles 5.7	3.	4.6	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	88.05		91.27		88.70		Elementary Low Poverty *		2.3	1.0	2.9	3.0
(, , , , , , , , , , , , , , , , , , ,							Elementary High Poverty *		1.9	0.0	10.5	11.4
							Secondary Low Poverty *		5.7	5.2	6.7	6.0
							Secondary High Poverty *		9.1	1.3	17.7	15.7

											secondary Low Poverty Secondary High Poverty			*	*	5.7 9.1	5.2 1.3	6.7 17.7	6.0 15.7		
											, , ,										
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient % Advanced	%	Alt	Alt-MSA Proficiency Levels								
GRADE	S	CHOOL	. %	COUNTY %		STATE %		%		GRADE	SCHOOL %		_ %	COUNTY %				STATE %			
5 2015	*	*	*	28.3	62.2	9.5	36.7	53.9	9.5		5 2015	*	*	*	42.9	32.1	25.0	24.3	40.8	34.9	
2014	*	*	*	25.9	63.3	10.9	35.8	54.9	9.3		2014	*	*	*	20.0	65.0	15.0	19.6	42.5	37.9	
8 2015	*	*	*	21.3	70.3	8.4	31.9	61.7	6.4		8 2015	*	*	*	6.3	34.4	59.4	24.0	37.6	38.4	
2014	*	*	*	19.7	72.5	7.8	30.6	62.8	6.6		2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2	
*B 2015	7.9	75.1	17.0	9.1	65.9	25.0	15.4	61.2	23.4		B 2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6	
2014	13.0	67.9	19.1	7.7	66.0	26.2	15.4	61.7	22.9		2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0	
											3 2015	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3	
											2014	*	*	*	26.3	42.1	31.6	12.5	35.9	51.6	
											4 2015	*	*	*	41.2	41.2	17.6	20.4	33.5	46.1	
											2014	*	*	*	24.0	56.0	20.0	14.7	33.9	51.4	
											5 2015	*	*	*	53.6	35.7	10.7	23.8	35.7	40.5	
											2014	*	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8	
											6 2015	*	*	*	20.8	37.5	41.7	22.8	32.2	45.0	
											2014	*	*	*	13.8	24.1	62.1	16.0	37.0	47.0	
											7 2015	*	*	*	16.2	35.1	48.6	14.1	31.3	54.5	
											2014	*	*	*	10.0	56.7	33.3	13.3	31.9	54.9	
											8 2015	*	*	*	6.3	40.6	53.1	16.9	39.0	44.0	
											2014	*	*	*	17.9	48.7	33.3	17.8	35.7	46.5	
											A 2015	*	*	*	17.2	24.1	58.6	22.9	32.8	44.3	
											2014	*	*	*	21.4	33.3	45.2	22.2	34.3	43.5	
											3 2015	*	*	*	5.3	31.6	63.2	16.5	28.9	54.6	
											2014	*	*	*	26.3	47.4	26.3	10.3	26.5	63.2	
											4 2015	*	*	*	29.4	35.3	35.3	17.4	28.1	54.5	
											2014	*	*	*	16.0	44.0	40.0	11.9	24.3	63.8	
											5 2015	*	*	*	32.1	35.7	32.1	16.4	29.9	53.7	
											2014	*	*	*	≤5.0	45.0	55.0	11.4	25.0	63.6	
											6 2015	*	*	*	12.5	25.0	62.5	16.8	24.6	58.6	
											2014	*	*	*	6.9	27.6	65.5	13.3	23.5	63.2	
											7 2015	*	*	*	13.5	37.8	48.6	10.9	22.8	66.3	
											2014	*	*	*	≤5.0	20.0	76.7	12.2	21.0	66.9	
											8 2015	*	*	*	12.5			13.2	28.8	58.0	
											2014	*	*	*		33.3			24.6		
											E 2015	*	*	*	13.8	20.7	65.5	19.0	27.7	53.3	
											2014	*	*	*	23.8	26.2	50.0	18.8	26.6	54.5	

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Edgewood High**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Approa expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 10	290	47	16.2	33	11.4	76	26.2	94	32.4	40	13.8
Algebra I	180	59	32.8	55	30.6	50	27.8	16	8.9	*	≤5.0
Algebra II	263	85	32.3	79	30.0	55	20.9	42	16.0	*	≤5.0

### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Science

	Scl	nool	Co	unty	Sta	ate		Scho	ool	Cou	nty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 20	015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	94.6	94.3	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 36	.7	46.7	21.5	24.4	27.4	27.2
High	*	*	94.1	94.4	92.4	92.7	Advanced Professional 43	.3	46.7	72.2	73.9	65.2	65.5
Ü							Resident Teacher 0	.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 0	.0	0.0	0.4	0.1	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qua	lified	l teach	ers			
Class of 2014 (4-Year Rate)		*		89.83		86.39	All Quartiles 1	0.0	15.7	4.6	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	*		91.27		88.70		Elementary Low Poverty	*	*	2.3	1.0	2.9	3.0
, , ,							Elementary High Poverty	*	*	1.9	0.0	10.5	11.4
							Secondary Low Poverty	*	*	5.7	5.2	6.7	6.0
							Secondary High Poverty	*	*	9.1	1.3	17.7	15.7

											Secon	ndary High Poverty	,		*	*	9.1	1.3	17.7	15.7	,
	MS	SA Pro	oficier	ncy Le	vels			В	asic %	Proficient %	Advanced %		Alt	-MSA	\ Profi	cienc	v Lev	els			
GRADE		CHOOL		-	OUNTY	/ %	9	STATE	%			GRADE		CHOOL			OUNTY		5	STATE	%
5 2015	*		*		62.2			53.9	9.5			5 2015	*	*	*		32.1			40.8	
2014	*	*	*	25.9	63.3	10.9	35.8	54.9	9.3			2014	*	*	*	20.0	65.0	15.0	19.6	42.5	37.9
8 2015	45.5	53.6	≤5.0	21.3	70.3	8.4	31.9	61.7	6.4			8 2015	*	*	*	6.3	34.4	59.4	24.0	37.6	38.4
2014	34.4	61.9	≤5.0	19.7	72.5	7.8	30.6	62.8	6.6			2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0	15.4	61.2	23.4			B 2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9			2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
												3 2015	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3
												2014	*	*	*	26.3	42.1	31.6	12.5	35.9	51.6
												4 2015	*	*	*		41.2		20.4		46.1
												2014	*	*	*		56.0		14.7		51.4
												5 2015	*	*	*		35.7			35.7	
												2014	*	*	*			≤5.0		40.3	40.8
												<b>6 2015</b> 2014	*	*	*		37.5		16.0	32.2	<b>45.0</b> 47.0
												7 <b>2015</b>	*	*	*		24.1 <b>35.1</b>			31.3	
												2014	*	*	*		56.7		13.3		54.9
												8 2015	*	*	*	6.3			16.9		44.0
												2014	*	*	*		48.7			35.7	46.5
												A 2015	*	*	*	17.2	24.1	58.6	22.9	32.8	44.3
												2014	*	*	*	21.4	33.3	45.2	22.2	34.3	43.5
												3 2015	*	*	*	5.3	31.6	63.2	16.5	28.9	54.6
												2014	*	*	*	26.3	47.4	26.3	10.3	26.5	63.2
												4 2015	*	*	*	29.4	35.3	35.3	17.4	28.1	54.5
												2014	*	*	*	16.0	44.0	40.0	11.9	24.3	63.8
												5 2015	*	*	*	32.1	35.7	32.1	16.4	29.9	53.7
												2014	*	*	*		45.0	55.0	11.4		63.6
												6 2015	*	*	*		25.0			24.6	
												2014	*	*	*			65.5			
												7 2015	*	*	*		37.8			22.8	
												2014	*	*	*		20.0			21.0	
												<b>8 2015</b> 2014	*	*	*		<b>9.4</b> 33.3			<b>28.8</b> 24.6	
												E 2015	*	*	*		20.7			27.7	
												2014	*	*	*		26.2			26.6	
												2014				23.0	20.2	55.0	10.0	20.0	34.3

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Edgewood Middle**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 6	336	28	8.3	76	22.6	111	33.0	116	34.5	*	≤5.0
English/Language Arts 7	377	63	16.7	75	19.9	114	30.2	98	26.0	27	7.2
English/Language Arts 8	317	55	17.4	63	19.9	89	28.1	96	30.3	*	≤5.0
Mathematics 6	337	24	7.1	102	30.3	109	32.3	90	26.7	*	≤5.0
Mathematics 7	308	36	11.7	117	38.0	121	39.3	32	10.4	*	≤5.0
Mathematics 8	238	63	26.5	70	29.4	36	15.1	65	27.3	*	≤5.0
Algebra I	152	*	≤5.0	16	10.5	45	29.6	86	56.6	*	≤5.0

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	Sta	ate	Si	chool	Co	unty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 201	5 201	4 2015	2014	2015	2014
Elementary	<b>≥ 95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 16.1	16.	7 <b>21.5</b>	24.4	27.4	27.2
High	* *	94.1	94.4	92.4	92.7	Advanced Professional 77.4	83.	3 <b>72.2</b>	73.9	65.2	65.5
						Resident Teacher 0.0	0.	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	0.	0.4	0.1	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualif	fied tea	chers			
Class of 2014 (4-Year Rate)	*		89.83		86.39	All Quartiles 0.	0 (	0.0 4.0	<b>6</b> 4.6	8.4	7.6
Class of 2014 (5-Year Rate)	*	91.27		88.70		Elementary Low Poverty	*	* 2.:	3 1.0	2.9	3.0
						Elementary High Poverty	*	* 1.9	9 0.0	10.5	11.4
						Secondary Low Poverty	*	* 5.	<b>7</b> 5.2	6.7	6.0
						Secondary High Poverty	*	* 9.:	<b>1</b> 1.3	17.7	15.7

											Secondary Low Poverty Secondary High Poverty			*	*	5.7 9.1	5.2 1.3	6.7 17.7	6.0 15.7	
											, , ,									
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient % Adva	nced %	Alt-	-MSA	Profi	cienc	y Leve	els			
GRADE	S	CHOOL	. %	С	OUNTY	/ %	;	STATE	%		GRADE	SO	CHOOL	_ %	С	OUNTY	%	9	STATE 9	%
5 2015	16.7	76.9	6.4	28.3	62.2	9.5	36.7	53.9	9.5		5 2015	*	*	*	42.9	32.1	25.0	24.3	40.8	34.9
2014	13.5	74.2	12.4	25.9	63.3	10.9	35.8	54.9	9.3		2014	*	*	*	20.0	65.0	15.0	19.6	42.5	37.9
8 2015	*	*	*	21.3	70.3	8.4	31.9	61.7	6.4		8 2015	*	*	*	6.3	34.4	59.4	24.0	37.6	38.4
2014	*	*	*	19.7	72.5	7.8	30.6	62.8	6.6		2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0	15.4	61.2	23.4		B 2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9		2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
											3 2015	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3
											2014	*	*	*	26.3	42.1	31.6	12.5	35.9	51.6
											4 2015	*	*	*	41.2	41.2	17.6	20.4	33.5	46.1
											2014	*	*	*	24.0	56.0	20.0	14.7	33.9	51.4
											5 2015	*	*	*	53.6	35.7	10.7	23.8	35.7	40.5
											2014	*	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8
											6 2015	*	*	*	20.8	37.5	41.7	22.8	32.2	45.0
											2014	*	*	*	13.8	24.1	62.1	16.0	37.0	47.0
											7 2015	*	*	*	16.2	35.1	48.6	14.1	31.3	54.5
											2014	*	*	*	10.0	56.7	33.3	13.3	31.9	54.9
											8 2015	*	*	*	6.3	40.6	53.1	16.9	39.0	44.0
											2014	*	*	*	17.9	48.7	33.3	17.8	35.7	46.5
											A 2015	*	*	*	17.2	24.1	58.6	22.9	32.8	44.3
											2014	*	*	*	21.4	33.3	45.2	22.2	34.3	43.5
											3 2015	*	*	*	5.3	31.6	63.2	16.5	28.9	54.6
											2014	*	*	*		47.4				63.2
											4 2015	*	*	*		35.3			28.1	
											2014	*	*	*		44.0				63.8
											5 2015	*	*	*		35.7		16.4		53.7
											2014	*	*	*		45.0	55.0	11.4		63.6
											6 2015	*	*	*				16.8		58.6
											2014	*	*	*					23.5	
											7 2015	*	*	* *		37.8			22.8	66.3
											2014	*	*	*		20.0			21.0	
											8 2015	*	*	* *	12.5				28.8	
											2014	*	*	*		33.3			24.6	
											E 2015	*	*	*		20.7			27.7	
											2014	7	*	*	23.8	26.2	50.0	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Emmorton Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro: expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	89	*	≤5.0	7	7.9	18	20.2	51	57.3	10	11.2
English/Language Arts 4	93	*	≤5.0	10	10.8	21	22.6	50	53.8	10	10.8
English/Language Arts 5	78	*	≤5.0	7	9.0	24	30.8	45	57.7	*	≤5.0
Mathematics 3	89	*	≤5.0	13	14.6	25	28.1	35	39.3	15	16.9
Mathematics 4	93	8	8.6	24	25.8	32	34.4	28	30.1	*	≤5.0
Mathematics 5	79	*	≤5.0	5	6.3	26	32.9	40	50.6	7	8.9

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Science

	School	Co	unty	St	ate		Sch	ool	Cou	nty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications	2015	2014	2015	2014	2015	2014
Elementary	* *	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional	15.1	11.5	21.5	24.4	27.4	27.2
High	≥ <b>95.0</b> ≥ 95.0	94.1	94.4	92.4	92.7	Advanced Professional	83.0	88.5	72.2	73.9	65.2	65.5
8						Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher	0.0	0.0	0.4	0.1	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by high	ly qualifie	d teach	ers			
Class of 2014 (4-Year Rate)	≥ 95.00		89.83		86.39	All Quartiles	2.1	3.1	4.6	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	≥ 95.00	91.27		88.70		Elementary Low Poverty	*	*	2.3	1.0	2.9	3.0
						Elementary High Poverty	*	*	1.9	0.0	10.5	11.4
0.000 0. 201. (5 100. 1.000)						Secondary Low Poverty	*	*	5.7	5.2	6.7	6.0
elass of 2017 (s. real flate)												

											Secondary Low Poverty Secondary High Poverty			*	*	5.7 9.1	5.2 1.3	6.7 17.7	6.0 15.7	
											, , ,									
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient % Adva	anced %	Alt-	-MSA	Profi	cienc	y Leve	els			
GRADE	S	CHOOL	. %	С	OUNTY	/ %	,	STATE	%		GRADE	S	CHOOL	_ %	С	OUNTY	%	5	STATE	%
5 2015	*	*	*	28.3	62.2	9.5	36.7	53.9	9.5		5 2015	*	*	*	42.9	32.1	25.0	24.3	40.8	34.9
2014	*	*	*	25.9	63.3	10.9	35.8	54.9	9.3		2014	*	*	*	20.0	65.0	15.0	19.6	42.5	37.9
8 2015	*	*	*	21.3	70.3	8.4	31.9	61.7	6.4		8 2015	*	*	*	6.3	34.4	59.4	24.0	37.6	38.4
2014	*	*	*	19.7	72.5	7.8	30.6	62.8	6.6		2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2
*B 2015	≤5.0	55.8	42.1	9.1	65.9	25.0	15.4	61.2	23.4		B 2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014	≤5.0	70.2	26.2	7.7	66.0	26.2	15.4	61.7	22.9		2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
											3 2015	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3
											2014	*	*	*	26.3	42.1	31.6	12.5	35.9	51.6
											4 2015	*	*	*	41.2	41.2	17.6	20.4	33.5	46.1
											2014	*	*	*	24.0	56.0	20.0	14.7	33.9	51.4
											5 2015	*	*	*	53.6	35.7	10.7	23.8	35.7	40.5
											2014	*	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8
											6 2015	*	*	*	20.8	37.5	41.7	22.8	32.2	45.0
											2014	*	*	*	13.8	24.1	62.1	16.0	37.0	47.0
											7 2015	*	*	*	16.2	35.1	48.6	14.1	31.3	54.5
											2014	*	*	*	10.0	56.7	33.3	13.3	31.9	54.9
											8 2015	*	*	*	6.3	40.6	53.1	16.9	39.0	44.0
											2014	*	*	*	17.9	48.7	33.3	17.8	35.7	46.5
											A 2015	*	*	*	17.2	24.1	58.6	22.9	32.8	44.3
											2014	*	*	*	21.4	33.3	45.2	22.2	34.3	43.5
											3 2015	*	*	*	5.3	31.6	63.2	16.5	28.9	54.6
											2014	*	*	*		47.4		10.3		63.2
											4 2015	*	*	*	29.4	35.3	35.3	17.4	28.1	54.5
											2014	*	*	*		44.0		11.9		63.8
											5 2015	*	*	*		35.7		16.4		53.7
											2014	*	*	*		45.0	55.0	11.4		63.6
											6 2015	*	*	*				16.8		58.6
											2014	*	*	*			65.5			
											7 2015	*	*	*		37.8		10.9		66.3
											2014	*	*	*		20.0		12.2		
											8 2015	*	*	* *	12.5			13.2		
											2014	*	*	*		33.3		12.6		
											E 2015	*	*	*		20.7		19.0		
											2014	7	*	*	23.8	26.2	50.0	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Fallston High**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Approa expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 10	278	*	≤5.0	*	≤5.0	47	16.9	137	49.3	78	28.1
Algebra I	132	*	≤5.0	37	28.0	62	47.0	31	23.5	*	≤5.0
Algebra II	263	22	8.4	44	16.7	85	32.3	108	41.1	*	≤5.0

### Partnership for Assessment of Readiness for College and Careers (PARCC)

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### **PARCC Performance Level Descriptors (PLD)**

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

23.8 26.2 50.0 18.8 26.6 54.5

Science

	School	Co	unty	St	ate		Sch	ool	Cou	nty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications	2015	2014	2015	2014	2015	2014
Elementary	* *	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	<b>≥ 95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional	8.7	6.4	21.5	24.4	27.4	27.2
High	* *	94.1	94.4	92.4	92.7	Advanced Professional	89.1	91.5	72.2	73.9	65.2	65.5
5						Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher	0.0	2.1	0.4	0.1	1.5	1.0
ohort Graduation Rate						% of classes NOT taught by hig	hly qualifie	d teach	ners			
	*		89.83		86 39	% of classes NOT taught by hig	hly qualifie			4.6	8.4	7.6
Class of 2014 (4-Year Rate)	*	91.27	89.83	88.70	86.39		<u> </u>		4.6			
	*	91.27	89.83	88.70	86.39	All Quartiles	5.2	7.7	4.6 2.3	1.0	2.9	3.0
	*	91.27	89.83	88.70	86.39	All Quartiles Elementary Low Poverty	5.2	7.7	4.6 2.3 1.9	1.0	2.9 10.5	3.0 11.4

												ondary Low Poverty ondary High Poverty			*	*	5.7 9.1	5.2 1.3	6.7 17.7	6.0 15.7	
	MS	A Pro	oficier	icy Le	vels			В	asic %	Proficient %	Advanced %		Alt	-MSA	\ Profi	cienc	y Leve	els			
GRADE	S	CHOOL	. %	С	OUNTY	/ %	5	STATE	%			GRADE	S	CHOOL	_ %	С	OUNTY	%	5	STATE 9	%
5 2015	*	*	*	28.3	62.2	9.5	36.7	53.9	9.5			5 2015	*	*	*	42.9	32.1	25.0	24.3	40.8	34.9
2014	*	*	*	25.9	63.3	10.9	35.8	54.9	9.3			2014	*	*	*	20.0	65.0	15.0	19.6	42.5	37.9
8 2015	7.7	77.1	15.1	21.3	70.3	8.4	31.9	61.7	6.4			8 2015	*	*	*	6.3	34.4	59.4	24.0	37.6	38.4
2014	12.5	81.4	6.1	19.7	72.5	7.8	30.6	62.8	6.6			2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0	15.4	61.2	23.4			B 2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9			2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
												3 2015	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3
												2014	*	*	*	26.3	42.1	31.6	12.5	35.9	51.6
												4 2015	*	*	*	41.2	41.2	17.6	20.4	33.5	46.1
												2014	*	*	*	24.0	56.0	20.0	14.7	33.9	51.4
												5 2015	*	*	*	53.6	35.7	10.7	23.8	35.7	40.5
												2014	*	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8
												6 2015	*	*	*	20.8	37.5	41.7	22.8	32.2	45.0
												2014	*	*	*	13.8	24.1	62.1	16.0	37.0	47.0
												7 2015	*	*	*	16.2	35.1	48.6	14.1	31.3	54.5
												2014	*	*	*	10.0	56.7	33.3	13.3	31.9	54.9
												8 2015	*	*	*	6.3	40.6	53.1	16.9	39.0	44.0
												2014	*	*	*	17.9	48.7	33.3	17.8	35.7	46.5
												A 2015	*	*	*	17.2	24.1	58.6	22.9	32.8	44.3
												2014	*	*	*	21.4	33.3	45.2	22.2	34.3	43.5
												3 2015	*	*	*	5.3	31.6	63.2	16.5	28.9	54.6
												2014	*	*	*		47.4				63.2
												4 2015	*	*	*		35.3			28.1	54.5
												2014	*	*	*	16.0	44.0				63.8
												5 2015	*	*	*		35.7		16.4		53.7
												2014	*	*	*		45.0	55.0	11.4		63.6
												6 2015	*	*	*				16.8		58.6
												2014	*	*	*					23.5	
												7 2015	*	*	*		37.8			22.8	
												2014	*	*	*					21.0	
												8 2015	*	*	*					28.8	
												2014	*	*	*		33.3			24.6	
												E 2015	*	*	*	13.8	20.7	65.5	19.0	27.7	53.3

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

### **Fallston Middle School**

# PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met tations	Appro: expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 6	286	*	≤5.0	*	≤5.0	57	19.9	172	60.1	44	15.4
English/Language Arts 7	305	*	≤5.0	22	7.2	59	19.3	146	47.9	69	22.6
English/Language Arts 8	268	*	≤5.0	16	6.0	45	16.8	145	54.1	60	22.4
Mathematics 6	286	*	≤5.0	21	7.3	63	22.0	162	56.6	39	13.6
Mathematics 7	202	*	≤5.0	33	16.3	76	37.6	87	43.1	*	≤5.0
Mathematics 8	174	*	≤5.0	25	14.4	40	23.0	69	39.7	35	20.1
Algebra I	199	*	≤5.0	*	≤5.0	14	7.0	165	82.9	17	8.5

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	Sta	ate	Sc	hool	Cou	inty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 2015	5 201	4 2015	2014	2015	2014
Elementary	<b>≥ 95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 0.0	7.	4 21.5	24.4	27.4	27.2
High	* *	94.1	94.4	92.4	92.7	Advanced Professional 100.0	92.	5 <b>72.2</b>	73.9	65.2	65.5
8						Resident Teacher 0.0	0.	<b>0.0</b>	0.0	1.1	0.7
						Conditional Teacher 0.0	0.	<b>0.4</b>	0.1	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualif	ied tea	chers			
Class of 2014 (4-Year Rate)	*		89.83		86.39	All Quartiles 0.0	) (	0.0 <b>4.</b> 6	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	*	91.27		88.70		Elementary Low Poverty	k	* 2.3	1.0	2.9	3.0
						Elementary High Poverty	k	* 1.9	0.0	10.5	11.4
						Secondary Low Poverty *	k	* 5.7	5.2	6.7	6.0
						Secondary High Poverty *	k	* 9.1	. 1.3	17.7	15.7

										Secondary High Povert			*	*	9.1	1.3	17.7	15.7	,
	MS	A Pro	oficier	ncv Le	vels			В	asic %	Proficient % Advanced %	Alt	-MSA	\ Profi	cienc	v Lev	els			
GRADE		CHOOL		•	OUNTY	/ %	9	STATE		GRADE		CHOOL			OUNTY		۶	STATE S	%
5 2015		72.7				9.5		53.9	9.5	5 2015	*	*	*		32.1			40.8	
2014	13.3	70.5	16.2	25.9	63.3	10.9	35.8	54.9	9.3	2014	*	*	*	20.0	65.0	15.0	19.6	42.5	37.9
8 2015	*	*	*	21.3	70.3	8.4	31.9	61.7	6.4	8 2015	*	*	*	6.3	34.4	59.4	24.0	37.6	38.4
2014	*	*	*	19.7	72.5	7.8	30.6	62.8	6.6	2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0	15.4	61.2	23.4	B 2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9	2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
										3 2015	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3
										2014	*	*	*	26.3	42.1	31.6	12.5	35.9	51.6
										4 2015	*	*	*	41.2	41.2	17.6	20.4	33.5	46.1
										2014	*	*	*	24.0	56.0	20.0	14.7		51.4
										5 2015	*	*	*		35.7		23.8		40.5
										2014	*	*	*		80.0		18.9		40.8
										6 2015	*	*	*		37.5			32.2	45.0
										2014	*	*	*		24.1				47.0
										7 2015		*	*		35.1				54.5
										2014	*	*	*		56.7				54.9
										<b>8 2015</b> 2014	*	*	*		<b>40.6</b> 48.7	53.1	<b>16.9</b> 17.8		44.0
										A 2015	*	*	*		24.1				44.3
										2014	*	*	*				22.2		
										201.					55.5	.5.2		55	10.0
										3 2015	*	*	*	5.3	31.6	63.2	16.5	28.9	54.6
										2014	*	*	*	26.3	47.4	26.3	10.3	26.5	63.2
										4 2015	*	*	*	29.4	35.3	35.3	17.4	28.1	54.5
										2014	*	*	*	16.0	44.0	40.0	11.9	24.3	63.8
										5 2015	*	*	*	32.1	35.7	32.1	16.4	29.9	53.7
										2014	*	*	*	≤5.0	45.0	55.0	11.4	25.0	63.6
										6 2015	*	*	*	12.5	25.0	62.5	16.8	24.6	58.6
										2014	*	*	*	6.9	27.6	65.5	13.3	23.5	63.2
										7 2015	*	*	*	13.5	37.8	48.6	10.9	22.8	66.3
										2014	*	*	*	≤5.0	20.0	76.7	12.2	21.0	66.9
										8 2015	*	*	*	12.5	9.4	78.1		28.8	
										2014	*	*	*		33.3		12.6		
										E 2015	*	*	*		20.7			27.7	
										2014	*	*	*	23.8	26.2	50.0	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Forest Hill Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
6		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro- expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	76	*	≤5.0	*	≤5.0	11	14.5	46	60.5	15	19.7
English/Language Arts 4	86	*	≤5.0	*	≤5.0	13	15.1	48	55.8	21	24.4
English/Language Arts 5	87	*	≤5.0	5	5.7	11	12.6	65	74.7	6	6.9
Mathematics 3	77	*	≤5.0	4	5.2	16	20.8	41	53.2	14	18.2
Mathematics 4	86	*	≤5.0	8	9.3	18	20.9	53	61.6	6	7.0
Mathematics 5	87	*	≤5.0	8	9.2	23	26.4	43	49.4	13	14.9

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

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#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Science

I OIGST Lane	3 FIGIII	CIIL	ai y								
	School	Co	unty	St	ate	Sc	hool	Cou	nty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	<b>≥ 95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 0.0	4.2	21.5	24.4	27.4	27.2
High	* *	94.1	94.4	92.4	92.7	Advanced Professional 100.0	95.8	72.2	73.9	65.2	65.5
						Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	0.0	0.4	0.1	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualifi	ed teac	hers			
Class of 2014 (4-Year Rate)	*		89.83		86.39	All Quartiles 0.0	0.0	<b>4.6</b>	4.6	8.4	7.
Class of 2014 (5-Year Rate)	*	91.27		88.70		Elementary Low Poverty *		* 2.3	1.0	2.9	3.0
(,						Elementary High Poverty *		* 1.9	0.0	10.5	11.
						Secondary Low Poverty *	:	* 5.7	5.2	6.7	6.
						Secondary High Poverty		* 9.1	1.3	17.7	15.

												condary Low Poverty condary High Poverty			*	*	5.7 9.1	5.2 1.3	6.7 17.7	6.0 15.7	
	MS	A Pro	ficier	ncy Le	vels			В	asic %	Proficient %	Advanced %		Alt	-MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	. %	С	OUNTY	′ %	,	STATE '	%			GRADE	S	CHOOL	- %	С	OUNTY	%	5	STATE	%
5 2015	20.5	70.5	9.0	28.3	62.2	9.5	36.7	53.9	9.5			5 2015	*	*	*	42.9	32.1	25.0	24.3	40.8	34.9
2014	19.8	67.9	12.3	25.9	63.3	10.9	35.8	54.9	9.3			2014	*	*	*	20.0	65.0	15.0	19.6	42.5	37.9
8 2015	*	*	*	21.3	70.3	8.4	31.9	61.7	6.4			8 2015	*	*	*	6.3	34.4	59.4	24.0	37.6	38.4
2014	*	*	*	19.7	72.5	7.8	30.6	62.8	6.6			2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0	15.4	61.2	23.4			В 2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9			2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
												3 2015	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3
												2014	*	*	*	26.3	42.1	31.6	12.5	35.9	51.6
												4 2015	*	*	*	41.2	41.2	17.6	20.4	33.5	46.1
												2014	*	*	*	24.0	56.0	20.0	14.7	33.9	51.4
												5 2015	*	*	*	53.6	35.7	10.7	23.8	35.7	40.5
												2014	*	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8
												6 2015	*	*	*	20.8	37.5	41.7	22.8	32.2	45.0
												2014	*	*	*	13.8	24.1	62.1	16.0	37.0	47.0
												7 2015	*	*	*	16.2	35.1	48.6	14.1	31.3	54.5
												2014	*	*	*	10.0	56.7	33.3	13.3	31.9	54.9
												8 2015	*	*	*	6.3	40.6	53.1	16.9	39.0	44.0
												2014	*	*	*	17.9	48.7	33.3	17.8	35.7	46.5
												A 2015	*	*	*	17.2	24.1	58.6	22.9	32.8	44.3
												2014	*	*	*	21.4	33.3	45.2	22.2	34.3	43.5
												3 2015	*	*	*	5.3	31.6	63.2	16.5	28.9	54.6
												2014	*	*	*	26.3	47.4	26.3	10.3	26.5	63.2
												4 2015	*	*	*	29.4	35.3	35.3	17.4	28.1	54.5
												2014	*	*	*	16.0	44.0	40.0	11.9	24.3	63.8
												5 2015	*	*	*	32.1	35.7	32.1	16.4	29.9	53.7
												2014	*	*	*	≤5.0	45.0	55.0	11.4	25.0	63.6
												6 2015	*	*	*	12.5	25.0	62.5	16.8	24.6	58.6
												2014	*	*	*	6.9	27.6	65.5	13.3	23.5	63.2
												7 2015	*	*	*	13.5	37.8	48.6	10.9	22.8	66.3
												2014	*	*	*	≤5.0	20.0	76.7	12.2	21.0	66.9
												8 2015	*	*	*	12.5	9.4	78.1	13.2	28.8	58.0
												2014	*	*	*	7.7	33.3	59.0	12.6	24.6	62.8
												E 2015	*	*	*	13.8	20.7	65.5	19.0	27.7	53.3
												2014	*	*	*	23.8	26.2	50.0	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Forest Lakes Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro: expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	87	6	6.9	*	≤5.0	16	18.4	47	54.0	14	16.1
English/Language Arts 4	81	*	≤5.0	*	≤5.0	12	14.8	49	60.5	17	21.0
English/Language Arts 5	78	*	≤5.0	8	10.3	24	30.8	41	52.6	5	6.4
Mathematics 3	87	*	≤5.0	11	12.6	19	21.8	50	57.5	*	≤5.0
Mathematics 4	81	*	≤5.0	7	8.6	17	21.0	48	59.3	8	9.9
Mathematics 5	78	5	6.4	13	16.7	26	33.3	28	35.9	6	7.7

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	St	ate	So	chool	C	ounty	Sta	ite
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 201	5 20:	14 201	2014	2015	2014
Elementary	<b>≥ 95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 20.0	3	.7 <b>21.</b>	24.4	27.4	27.2
High	* *	94.1	94.4	92.4	92.7	Advanced Professional 72.0	96	.3 <b>72.</b>	73.9	65.2	65.5
o .						Resident Teacher 0.0	0	.0 <b>0.</b>	0.0	1.1	0.7
						Conditional Teacher 0.0	0	.0 <b>0.</b>	0.1	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualif	ied te	achers			
Class of 2014 (4-Year Rate)	*		89.83		86.39	All Quartiles 4.	0	0.0 4	<b>.6</b> 4.6	5 <b>8.</b> 4	7.6
Class of 2014 (5-Year Rate)	*	91.27		88.70		Elementary Low Poverty	*	* 2	<b>.3</b> 1.0	2.9	3.0
, , , , , , , , , , , , , , , , , , , ,						Elementary High Poverty	*	* 1	<b>.9</b> 0.0	10.5	11.4
						Secondary Low Poverty	*	* 5	<b>.7</b> 5.2	2 6.7	6.0
						Secondary High Poverty	*	* 0	<b>.1</b> 1.3	3 17.7	15.7

											ary Low Poverty ary High Poverty			*	*	9.1	1.3	17.7	15.7	
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient % Advanced %		Alt-	-MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	. %		OUNTY		:	STATE	%		GRADE	S	CHOOL	_ %		OUNTY			STATE 9	
5 2015	21.4	63.3	15.3		62.2			53.9	9.5		5 2015	*	*	*		32.1			40.8	
2014	12.4	71.4	16.2		63.3			54.9	9.3		2014	*	*	*		65.0			42.5	
8 2015	*	*	*		70.3			61.7	6.4		8 2015	*	*	*		34.4			37.6	
2014	*	*	*	19.7	72.5	7.8	30.6	62.8	6.6		2014	*	*	*		48.7	33.3		41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0		61.2			B 2015	*	*	*		51.7			37.5	
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9		2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
											3 2015	*	*	*		57.9			38.4	
											2014	*	*	*		42.1		12.5		51.6
											4 2015	*	*	*		41.2		20.4		46.1
											2014	*	*	*		56.0		14.7		51.4
											5 2015	*	*	*		35.7			35.7	
											2014	*	*	*		80.0		18.9		40.8
											6 2015	*	*	*		37.5			32.2	
											2014	*	*	*		24.1			37.0	47.0
											7 2015	·	*	*		35.1			31.3	
											2014	*	*	*		56.7		13.3		54.9
											8 2015	*	*	*		40.6		16.9		44.0
											2014			*			33.3		35.7	
											A 2015	Ţ	Ţ	Ţ		24.1		22.9		44.3
											2014				21.4	33.3	45.2	22.2	34.3	43.5
											2 2015	*	*	*	г э	21.6	62.2	16.5	20.0	F4.6
											<b>3 2015</b> 2014	*	*	*		31.6		16.5		54.6
											4 2015	*	*	*		47.4 <b>35.3</b>			26.5 <b>28.1</b>	63.2
											2014	*	*	*		44.0	40.0			63.8
											5 2015	*	*	*		<b>35.7</b>		16.4		53.7
											2014	*	*	*		45.0	55.0	11.4		63.6
											6 2015	*	*	*		<b>25.0</b>			24.6	
											2014	*	*	*					23.5	
											7 2015	*	*	*		37.8			22.8	
											2014	*	*	*		20.0			21.0	
											8 2015	*	*	*					28.8	
											2014	*	*	*		33.3			24.6	
											E 2015	*	*	*					27.7	

2014 \* \* \* 23.8 26.2 50.0 18.8 26.6 54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Fountain Green Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro- expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	92	*	≤5.0	9	9.8	20	21.7	51	55.4	10	10.9
English/Language Arts 4	82	*	≤5.0	*	≤5.0	19	23.2	41	50.0	19	23.2
English/Language Arts 5	98	*	≤5.0	11	11.2	21	21.4	59	60.2	*	≤5.0
Mathematics 3	92	*	≤5.0	*	≤5.0	20	21.7	53	57.6	13	14.1
Mathematics 4	82	*	≤5.0	6	7.3	15	18.3	51	62.2	6	7.3
Mathematics 5	98	*	≤5.0	12	12.2	27	27.6	49	50.0	9	9.2

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

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#### PARCC Performance Level Descriptors (PLD)

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Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	Sc	hool	Co	unty	St	ate		Sch	iool	Cou	nty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional	37.5	43.5	21.5	24.4	27.4	27.2
High	*	*	94.1	94.4	92.4	92.7	Advanced Professional	58.3	56.5	72.2	73.9	65.2	65.5
							Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher	0.0	0.0	0.4	0.1	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by hi	ghly qualifie	d teach	iers			
Class of 2014 (4-Year Rate)		*		89.83		86.39	All Quartiles	0.0	0.0	4.6	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	*		91.27		88.70		Elementary Low Poverty	*	*	2.3	1.0	2.9	3.0
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,							Elementary High Poverty	*	*	1.9	0.0	10.5	11.4
							Secondary Low Poverty	*	*	5.7	5.2	6.7	6.0
							Secondary High Poverty	*	*	9.1	1.3	17.7	15.7

										Secondary Low Povert Secondary High Povert			*	*	5.7 9.1	1.3	6.7 17.7	6.0 15.7	
	MS	A Pro	oficier	ncy Le	vels			В	Basic %	Proficient % Advanced %	Alt	-MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	. %	С	COUNT	′ %	,	STATE	%	GRADE	S	CHOOL	_ %	С	OUNTY	%	,	STATE	%
5 2015	45.5	50.0	≤5.0	28.3	62.2	9.5	36.7	53.9	9.5	5 2015	*	*	*	42.9	32.1	25.0	24.3	40.8	34.9
2014	47.3	50.0	≤5.0	25.9	63.3	10.9	35.8	54.9	9.3	2014	*	*	*	20.0	65.0	15.0	19.6	42.5	37.9
8 2015	*	*	*	21.3	70.3	8.4	31.9	61.7	6.4	8 2015	*	*	*	6.3	34.4	59.4	24.0	37.6	38.4
2014	*	*	*	19.7	72.5	7.8	30.6	62.8	6.6	2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0	15.4	61.2	23.4	В 2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9	2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
										3 2015	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3
										2014	*	*	*	26.3	42.1	31.6	12.5	35.9	51.6
										4 2015	*	*	*	41.2	41.2	17.6	20.4	33.5	46.1
										2014	*	*	*	24.0	56.0	20.0	14.7	33.9	51.4
										5 2015	*	*	*	53.6	35.7	10.7	23.8	35.7	40.5
										2014	*	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8
										6 2015	*	*	*	20.8	37.5	41.7	22.8	32.2	45.0
										2014	*	*	*	13.8	24.1	62.1	16.0	37.0	47.0
										7 2015	*	*	*	16.2	35.1	48.6	14.1	31.3	54.5
										2014	*	*	*	10.0	56.7	33.3	13.3	31.9	54.9
										8 2015	*	*	*	6.3	40.6	53.1	16.9	39.0	44.0
										2014	*	*	*	17.9	48.7	33.3	17.8	35.7	46.5
										A 2015	*	*	*	17.2	24.1	58.6	22.9	32.8	44.3
										2014	*	*	*	21.4	33.3	45.2	22.2	34.3	43.5
										3 2015	*	*	*	5.3	31.6	63.2	16.5	28.9	54.6
										2014	*	*	*	26.3	47.4	26.3	10.3	26.5	63.2
										4 2015	*	*	*	29.4	35.3	35.3	17.4	28.1	54.5
										2014	*	*	*	16.0	44.0	40.0	11.9	24.3	63.8
										5 2015	*	*	*	32.1	35.7	32.1	16.4	29.9	53.7
										2014	*	*	*	≤5.0	45.0	55.0	11.4	25.0	63.6
										6 2015	*	*	*	12.5	25.0	62.5	16.8	24.6	58.6
										2014	*	*	*	6.9	27.6	65.5	13.3	23.5	63.2
										7 2015	*	*	*	13.5	37.8	48.6	10.9	22.8	66.3
										2014	*	*	*	≤5.0	20.0	76.7	12.2	21.0	66.9
										8 2015	*	*	*	12.5	9.4	78.1	13.2	28.8	58.0
										2014	*	*	*	7.7	33.3	59.0	12.6	24.6	62.8
										E 2015	*	*	*	13.8	20.7	65.5	19.0	27.7	53.3
										2014	*	*	*	23.8	26.2	50.0	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **G.** Lisby Elementary at Hillsdale

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro: expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	74	8	10.8	16	21.6	17	23.0	31	41.9	*	≤5.0
English/Language Arts 4	60	9	15.0	19	31.7	12	20.0	18	30.0	*	≤5.0
English/Language Arts 5	44	7	15.9	9	20.5	16	36.4	12	27.3	*	≤5.0
Mathematics 3	74	10	13.5	9	12.2	24	32.4	29	39.2	*	≤5.0
Mathematics 4	60	6	10.0	22	36.7	18	30.0	13	21.7	*	≤5.0
Mathematics 5	44	5	11.4	10	22.7	20	45.5	8	18.2	*	≤5.0

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	Scl	hool	Co	unty	Sta	ite		Sch	ool	Cou	nty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications	2015	2014	2015	2014	2015	2014
Elementary	94.8	94.9	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional	50.0	44.0	21.5	24.4	27.4	27.2
High	*	*	94.1	94.4	92.4	92.7	Advanced Professional	46.2	56.0	72.2	73.9	65.2	65.5
							Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher	0.0	0.0	0.4	0.1	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly q	<sub>l</sub> ualifie	d teach	ers			
Class of 2014 (4-Year Rate)		*		89.83		86.39	All Quartiles	3.8	0.0	4.6	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	*		91.27		88.70		Elementary Low Poverty	*	*	2.3	1.0	2.9	3.0
							Elementary High Poverty	*	*	1.9	0.0	10.5	11.4
							Secondary Low Poverty	*	*	5.7	5.2	6.7	6.0
							Secondary High Poverty	*	*	9.1	1.3	17.7	15.7

											Si	econdary High Poverty			*	*	9.1	1.3	17.7	15.7	7
			_									_									
	MS	SA Pro	oficie	ncy Le	evels			В	asic %	Proficient %	Advanced 9	<b>%</b>	Alt-	MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	. %	С	OUNTY	′ %	5	STATE	%			GRADE	S	CHOOL	- %	С	OUNTY	%	5	STATE	%
5 2015	60.5	38.2	≤5.0	28.3	62.2	9.5	36.7	53.9	9.5			5 2015	*	*	*	42.9	32.1	25.0	24.3	40.8	34.9
2014	52.1	45.1	≤5.0	25.9	63.3	10.9	35.8	54.9	9.3			2014	*	*	*	20.0	65.0	15.0	19.6	42.5	37.9
8 2015	*	*	*	21.3	70.3	8.4	31.9	61.7	6.4			8 2015	*	*	*	6.3	34.4	59.4	24.0	37.6	38.4
2014	*	*	*	19.7	72.5	7.8	30.6	62.8	6.6			2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0	15.4	61.2	23.4			B 2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9			2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
												3 2015	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3
												2014	*	*	*	26.3	42.1	31.6	12.5	35.9	51.6
												4 2015	*	*	*	41.2	41.2	17.6	20.4	33.5	46.1
												2014	*	*	*	24.0	56.0	20.0	14.7	33.9	51.4
												5 2015	*	*	*	53.6	35.7	10.7	23.8	35.7	40.5
												2014	*	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8
												6 2015	*	*	*	20.8	37.5	41.7	22.8	32.2	45.0
												2014	*	*	*	13.8	24.1	62.1	16.0	37.0	47.0
												7 2015	*	*	*	16.2	35.1	48.6	14.1	31.3	54.5
												2014	*	*	*	10.0	56.7	33.3	13.3	31.9	54.9
												8 2015	*	*	*	6.3	40.6	53.1	16.9	39.0	44.0
												2014	*	*	*	17.9	48.7	33.3	17.8	35.7	46.5
												A 2015	*	*	*	17.2	24.1	58.6	22.9	32.8	44.3
												2014	*	*	*	21.4	33.3	45.2	22.2	34.3	43.5
												'									
												3 2015	*	*	*	5.3	31.6	63.2	16.5	28.9	54.6
												2014	*	*	*	26.3	47.4	26.3	10.3	26.5	63.2
												4 2015	*	*	*	29.4	35.3	35.3	17.4	28.1	54.5
												2014	*	*	*	16.0	44.0	40.0	11.9	24.3	63.8
												5 2015	*	*	*			32.1			
												2014	*	*	*		45.0		11.4		
												6 2015	*	*	*		25.0			24.6	
												2014	*	*	*			65.5			
												7 2015	*	*	*			48.6			
												2014	*	*	*			76.7			
												8 2015	*	*	*			78.1			
												2014	*	*	*			59.0			
												E 2015	*	*	*			65.5			
												2014	*	*	*			50.0			

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Halls Cross Roads Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro: expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	75	22	29.3	15	20.0	23	30.7	15	20.0	*	≤5.0
English/Language Arts 4	71	18	25.4	15	21.1	30	42.3	8	11.3	*	≤5.0
English/Language Arts 5	75	9	12.0	27	36.0	26	34.7	13	17.3	*	≤5.0
Mathematics 3	74	19	25.7	24	32.4	24	32.4	7	9.5	*	≤5.0
Mathematics 4	70	20	28.6	22	31.4	22	31.4	6	8.6	*	≤5.0
Mathematics 5	76	17	22.4	34	44.7	17	22.4	7	9.2	*	≤5.0

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	Scho	ol	Co	unty	St	ate	Sc	hool	Cou	ınty	Sta	ite
Attendance Rate %	2015 2	014	2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 14.6	14.3	21.5	24.4	27.4	27.2
High	<b>≥ 95.0</b> ≥ 9	5.0	94.1	94.4	92.4	92.7	Advanced Professional 70.7	81.0	72.2	73.9	65.2	65.5
5						-	Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 0.0	0.0	0.4	0.1	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualifi					
Class of 2014 (4-Year Rate)	≥ 95	00		89.83		86.39	All Quartiles 3.5					
Class of 2014 (5-Year Rate)	≥ 95.00		91.27		88.70		Elementary Low Poverty *		2.3		2.9	
							Elementary High Poverty *	*	1.9	0.0	10.5	11.4
							Secondary Low Poverty *	*	5.7	5.2	6.7	6.0

											dary High Poverty			*	*	9.1	1.3	17.7	15.7		
	MS	A Pro	oficier	icy Le	vels			В	asic %	Proficient % Advanced %		Alt-	-MSA	Profi	cienc	y Leve	els				
GRADE	S	CHOOL			OUNTY			STATE			GRADE	SC	CHOOL			OUNTY			STATE 9		
5 2015	*	*	*		62.2			53.9	9.5		5 2015	*	*	*		32.1			40.8		
2014	*	*	*	25.9	63.3			54.9	9.3		2014	*	*	*		65.0			42.5		
8 2015	*	*	*		70.3	8.4		61.7	6.4		8 2015	*	*	*		34.4			37.6		
2014			*		72.5	7.8		62.8	6.6		2014	<b>*</b>	*	*		48.7	33.3	19.8		39.2	
*B 2015			26.7	9.1	65.9	25.0		61.2			B 2015	•	•	*		51.7			37.5		
2014	≤5.0	58.2	39.2	7.7	66.0	26.2	15.4	61.7	22.9		2014	Ť	<b>.</b>		23.8	45.2	31.0	28.7	37.3	34.0	
											3 2015	*	*	*	21 1	57.9	21 1	10 2	38.4	42.2	
											2014	*	*	*		42.1		12.5		51.6	
											4 2015	*	*	*		41.2		20.4		46.1	
											2014	*	*	*		56.0		14.7		51.4	
											5 2015	*	*	*		35.7			35.7		
											2014	*	*	*		80.0		18.9		40.8	
											6 2015	*	*	*		37.5			32.2	45.0	
											2014	*	*	*	13.8	24.1	62.1	16.0		47.0	
											7 2015	*	*	*	16.2	35.1	48.6	14.1	31.3	54.5	
											2014	*	*	*	10.0	56.7	33.3	13.3	31.9	54.9	
											8 2015	*	*	*	6.3	40.6	53.1	16.9	39.0	44.0	
											2014	*	*	*	17.9	48.7	33.3	17.8	35.7	46.5	
											A 2015	*	*	*	17.2	24.1	58.6	22.9	32.8	44.3	
											2014	*	*	*	21.4	33.3	45.2	22.2	34.3	43.5	
											3 2015	*	*	*	5.3	31.6	63.2	16.5	28.9	54.6	
											2014	*	*	*	26.3	47.4	26.3	10.3	26.5	63.2	
											4 2015	*	*	*	29.4	35.3	35.3	17.4	28.1	54.5	
											2014	*	*	*	16.0	44.0	40.0	11.9	24.3	63.8	
											5 2015	*	*	*	32.1	35.7	32.1	16.4	29.9	53.7	
											2014	*	*	*	≤5.0	45.0	55.0	11.4	25.0	63.6	
											6 2015	*	*	*		25.0			24.6		
											2014	*	*	*					23.5		
											7 2015	*	*	*		37.8			22.8		
											2014	*	*	*		20.0			21.0		
											8 2015	*	*	*					28.8		
											2014	*	*	*		33.3			24.6		
											E 2015	*	*	*					27.7		
											2014				23.8	26.2	50.0	18.8	26.6	54.5	

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Harford Technical High**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Approa expect		Met expe	ectations	Excee expect	
	TESTED	Count %		Count	%	Count	%	Count	%	Count	%
English/Language Arts 10	240	41 17.1		46	19.2	62	25.8	76	31.7	15	6.3
Algebra I	204	17	8.3	79	38.7	61	29.9	47	23.0	*	≤5.0
Algebra II	209	38	18.2	58	27.8	57	27.3	55	26.3	*	≤5.0

### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

### **PARCC Performance Level Descriptors (PLD)**

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Science

	School	Co	unty	St	ate	\$	Scho	ol	Cou	nty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 203	15	2014	2015	2014	2015	2014
Elementary	<b>≥ 95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 20.0	0	43.5	21.5	24.4	27.4	27.2
High	* *	94.1	94.4	92.4	92.7	Advanced Professional 80.0	0	56.5	72.2	73.9	65.2	65.5
0						Resident Teacher 0.0	0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	0	0.0	0.4	0.1	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly quali	ified	teach	ers			
Class of 2014 (4-Year Rate)	*		89.83		86.39	All Quartiles 0	0.0	0.0	4.6	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	*	91.27	03.03	88.70	00.00	Elementary Low Poverty	*	*	2.3	1.0	2.9	3.0
, , , , , , , , , , , , , , , , , , , ,						Elementary High Poverty	*	*	1.9	0.0	10.5	11.4
						Secondary Low Poverty	*	*	5.7	5.2	6.7	6.0
						Secondary High Poverty	*	*	9.1	1.3	17.7	15.7

										•	y High Poverty			*	*	9.1	1.3	17.7	15.7	
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient % Advanced %		Alt-	-MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	. %		OUNTY		:	STATE	%		GRADE	S	CHOOL	_ %		OUNTY			STATE 9	
5 2015		60.8			62.2			53.9	9.5		5 2015	*	*	*		32.1			40.8	
2014		57.1			63.3			54.9	9.3		2014	*	*	*		65.0			42.5	
8 2015	*	*	*		70.3			61.7	6.4		8 2015	*	*	*		34.4			37.6	
2014	*	*	*	19.7	72.5	7.8	30.6	62.8	6.6		2014	*	*	*		48.7	33.3		41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0		61.2			B 2015	*	*	*		51.7			37.5	
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9		2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
											3 2015	*	*	*		57.9			38.4	
											2014	*	*	*		42.1		12.5		51.6
											4 2015		*	*		41.2		20.4		46.1
											2014	*	*	*		56.0		14.7		51.4
											5 2015	·	*	*		35.7			35.7	
											2014			*		80.0		18.9		40.8
											6 2015	•	*	*		37.5			32.2	
											2014	*	*	*		24.1			37.0	47.0
											7 2015	*	*	*		35.1			31.3	
											2014 <b>8 2015</b>	*	*	*		56.7		13.3		54.9
											2014	*	*	*		<b>40.6</b> 48.7	<b>53.1</b> 33.3	16.9	35.7	44.0
											A 2015	*	*	*		24.1		22.9		44.3
											2014	*	*	*		33.3			34.3	
											2014				21.4	33.3	43.2	22.2	34.3	43.3
											3 2015	*	*	*	5.3	31.6	63.2	16.5	28 9	54.6
											2014	*	*	*		47.4				63.2
											4 2015	*	*	*		35.3			28.1	
											2014	*	*	*		44.0	40.0			63.8
											5 2015	*	*	*		35.7		16.4		53.7
											2014	*	*	*		45.0	55.0	11.4		63.6
											6 2015	*	*	*		25.0			24.6	
											2014	*	*	*					23.5	
											7 2015	*	*	*		37.8			22.8	
											2014	*	*	*		20.0			21.0	
											8 2015	*	*	*					28.8	
											2014	*	*	*		33.3			24.6	
											E 2015	*	*	*	13.8	20.7	65.5	19.0	27.7	53.3

2014 \* \* \* 23.8 26.2 50.0 18.8 26.6 54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Havre de Grace Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
6		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro- expect		Met expe	ectations	Excee expect	
	TESTED	Count %		Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	68	5	7.4	14	20.6	16	23.5	30	44.1	*	≤5.0
English/Language Arts 4	64	5	7.8	11	17.2	17	26.6	26	40.6	5	7.8
English/Language Arts 5	73	4	5.5	7	9.6	24	32.9	38	52.1	*	≤5.0
Mathematics 3	70	9	12.9	20	28.6	16	22.9	24	34.3	*	≤5.0
Mathematics 4	64	4	6.3	16	25.0	29	45.3	13	20.3	*	≤5.0
Mathematics 5	74	4	5.4	18	24.3	29	39.2	21	28.4	*	≤5.0

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	Sch	nool	Co	unty	Sta	ate	S	cho	ol	Cou	nty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Feacher Qualifications 201	5 2	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 20.6	;	20.6	21.5	24.4	27.4	27.2
High	93.0	92.8	94.1	94.4	92.4	92.7	Advanced Professional 76.5		73.5	72.2	73.9	65.2	65.5
5							Resident Teacher 0.0	)	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 0.0	)	0.0	0.4	0.1	1.5	1.0
Elementary   *   * ≥ 95.0 ≥ 95.0   95.4   95.7     Standard Professional   20.6   20.6   21.5   24.4   27.2													
Class of 2014 (4-Year Rate)	9	92.02		89.83		86.39	All Quartiles 1.	1	2.2	4.6	4.6	8.4	7.6
	92.64		91.27		88.70		Elementary Low Poverty	*	*	2.3	1.0	2.9	3.0
, in the second of the second							Elementary High Poverty	*	*	1.9	0.0	10.5	11.4
							Secondary Low Poverty	*	*	5.7	5.2	6.7	6.0
							Caranadam (18ala Barrana)	*	-	0.4	4.0	4	4

										Secondary High Pover			*	*	9.1	1.3	17.7	15.7	
	MS	A Pro	oficier	icy Le	evels			В	asic %	Proficient % Advanced %	Alt	-MSA	A Profi	cienc	y Leve	els			
GRADE	S	CHOOL	. %	С	COUNTY	′ %	5	STATE	%	GRADE		CHOO	L %	С	OUNTY	%	5	STATE 9	%
5 2015	*	*	*	28.3	62.2	9.5	36.7	53.9	9.5	5 2019	*	*	*	42.9	32.1	25.0	24.3	40.8	34.9
2014	*	*	*	25.9	63.3	10.9	35.8	54.9	9.3	2014	*	*	*	20.0	65.0	15.0	19.6	42.5	37.9
8 2015	*	*	*	21.3	70.3	8.4	31.9	61.7	6.4	8 2019	*	*	*	6.3	34.4	59.4	24.0	37.6	38.4
2014	*	*	*	19.7	72.5	7.8	30.6	62.8	6.6	2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2
*B 2015	10.9	64.7	24.4	9.1	65.9	25.0	15.4	61.2	23.4	B 2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014	7.8	73.0	19.1	7.7	66.0	26.2	15.4	61.7	22.9	2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
										3 2019	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3
										2014	*	*	*	26.3	42.1	31.6	12.5	35.9	51.6
										4 2019	*	*	*	41.2	41.2	17.6	20.4	33.5	46.1
										2014	*	*	*	24.0	56.0	20.0	14.7	33.9	51.4
										5 2019	*	*	*	53.6	35.7	10.7	23.8	35.7	40.5
										2014	*	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8
										6 2019	*	*	*	20.8	37.5	41.7	22.8	32.2	45.0
										2014	*	*	*	13.8	24.1	62.1	16.0	37.0	47.0
										7 2019	*	*	*	16.2	35.1	48.6	14.1	31.3	54.5
										2014	*	*	*	10.0	56.7	33.3	13.3	31.9	54.9
										8 2019	*	*	*	6.3	40.6	53.1	16.9	39.0	44.0
										2014	*	*	*	17.9	48.7	33.3	17.8	35.7	46.5
										A 2015	*	*	*	17.2	24.1	58.6	22.9	32.8	44.3
										2014	*	*	*	21.4	33.3	45.2	22.2	34.3	43.5
										3 2015	*	*	*	5.3	31.6	63.2	16.5	28.9	54.6
										2014	*	*	*	26.3	47.4	26.3	10.3	26.5	63.2
										4 2019	*	*	*	29.4	35.3	35.3	17.4	28.1	54.5
										2014	*	*	*	16.0	44.0	40.0	11.9	24.3	63.8
										5 2019	*	*	*	32.1	35.7	32.1	16.4	29.9	53.7
										2014	*	*	*	≤5.0	45.0	55.0	11.4	25.0	63.6
										6 2019	*	*	*	12.5	25.0	62.5	16.8	24.6	58.6
										2014	*	*	*	6.9	27.6			23.5	
										7 2019	*	*	*	13.5	37.8	48.6	10.9	22.8	66.3
										2014	*	*	*	≤5.0	20.0	76.7	12.2	21.0	66.9
										8 2019	*	*	*	12.5	9.4	78.1	13.2	28.8	58.0
										2014	*	*	*	7.7	33.3			24.6	
										E 2015	*	*	*	13.8	20.7	65.5	19.0	27.7	53.3
										2014	*	*	*	23.8	26.2	50.0	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Havre de Grace High**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Approa expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 10	132	44	33.3	29	22.0	32	24.2	24	18.2	*	≤5.0
Algebra I	82	7	8.5	31	37.8	30	36.6	14	17.1	*	≤5.0
Algebra II	127	33	26.0	33	26.0	38	29.9	23	18.1	*	≤5.0

### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

### **PARCC Performance Level Descriptors (PLD)**

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Science

	Sc	hool	Co	unty	Sta	ate	So	hool	Co	unty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	eacher Qualifications 201	201	4 2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	94.6	94.8	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 10.3	20.	7 <b>21.5</b>	24.4	27.4	27.2
High	*	*	94.1	94.4	92.4	92.7	Advanced Professional 82.8	79.	3 <b>72.2</b>	73.9	65.2	65.5
5							Resident Teacher 0.0	0.	<b>0.0</b>	0.0	1.1	0.7
							Conditional Teacher 0.0	0.	0 <b>0.4</b>	0.1	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualif	ied tea	chers			
Class of 2014 (4-Year Rate)		*		89.83		86.39	All Quartiles 3.	3 5	5.0 <b>4.</b> 0	<b>5</b> 4.6	8.4	7.6
Class of 2014 (5-Year Rate)	*		91.27		88.70		Elementary Low Poverty	k	* 2.:	<b>3</b> 1.0	2.9	3.0
							Elementary High Poverty	k	* 1.9	0.0	10.5	11.4
							Secondary Low Poverty	k	* 5.	<b>7</b> 5.2	6.7	6.0
							Secondary High Poverty	k	* 9.:	1 1.3	17.7	15.7

										Secondary Hig	igh Poverty			*	*	9.1	1.3	17.7	15.7	
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient % Advanced %		Alt-	MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	. %	С	OUNTY	′ %		STATE	%	•	GRADE	S	CHOOL	. %	С	OUNTY	%	٤	STATE	%
5 2015	*	*	*	28.3	62.2	9.5	36.7	53.9	9.5		5 2015	*	*	*	42.9	32.1	25.0	24.3	40.8	34.9
2014	*	*	*	25.9	63.3			54.9	9.3		2014	*	*	*		65.0			42.5	
8 2015	18.2	75.9	5.9	21.3	70.3	8.4	31.9	61.7	6.4		8 2015	*	*	*	6.3	34.4	59.4	24.0	37.6	38.4
2014	22.7	73.9	≤5.0	19.7	72.5	7.8	30.6	62.8	6.6		2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0	15.4	61.2	23.4		B 2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9		2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
											3 2015	*	*	*		57.9		19.3		42.3
											2014	*	*	*		42.1		12.5		51.6
											4 2015	*	*	*		41.2		20.4		46.1
											2014	*	*	*		56.0		14.7		51.4
											5 2015	*	*	*		35.7		23.8		40.5
											2014	*	*	*			≤5.0	18.9		40.8
											6 2015	*	*	*		37.5		22.8		45.0
											2014	*	*	*		24.1		16.0		47.0
											7 2015	*	*	*		35.1			31.3	
											2014	*	*	*		56.7		13.3		54.9
											8 2015	*	*	*	6.3	40.6	53.1	16.9		44.0
											2014	·	*	*			33.3		35.7	
											A 2015	·		*		24.1		22.9		44.3
											2014	Ť	Ť		21.4	33.3	45.2	22.2	34.3	43.5
											3 2015	*	*	*	г э	21.6	62.2	16.5	20.0	<b>F4.6</b>
												*	*	*			63.2	16.5		54.6
											2014 <b>4 2015</b>	*	*	*		47.4 <b>35.3</b>		10.3	28.1	63.2
											2014	*	*	*			40.0	11.9		63.8
											5 2015	*	*	*		35.7		16.4		<b>53.7</b>
											2014	*	*	*			55.0	11.4		63.6
											6 2015	*	*	*			62.5	16.8		58.6
											2014	*	*	*			65.5			
											7 2015	*	*	*		37.8		10.9		66.3
											2014	*	*	*		20.0			21.0	
											8 2015	*	*	*		9.4	78.1		28.8	
											2014	*	*	*		33.3			24.6	
											E 2015	*	*	*		20.7			27.7	

\* \* \* 23.8 26.2 50.0 18.8 26.6 54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

### **Havre de Grace Middle**

# PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro: expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 6	186	22	11.8	41	22.0	64	34.4	54	29.0	*	≤5.0
English/Language Arts 7	171	9	5.3	36	21.1	54	31.6	46	26.9	26	15.2
English/Language Arts 8	169	16	9.5	23	13.6	51	30.2	70	41.4	9	5.3
Mathematics 6	187	13	7.0	48	25.7	57	30.5	62	33.2	*	≤5.0
Mathematics 7	132	*	≤5.0	44	33.3	64	48.5	22	16.7	*	≤5.0
Mathematics 8	128	12	9.4	33	25.8	23	18.0	47	36.7	13	10.2
Algebra I	80	*	≤5.0	*	≤5.0	25	31.3	52	65.0	*	≤5.0

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	St	ate	Sci	nool	Cou	nty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	≥ <b>95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 28.9	29.7	21.5	24.4	27.4	27.2
High	* *	94.1	94.4	92.4	92.7	Advanced Professional 63.2	70.3	72.2	73.9	65.2	65.5
						Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	0.0	0.4	0.1	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualific	ed teacl	ners			
Class of 2014 (4-Year Rate)	*		89.83		86.39	All Quartiles 7.6	2.6	4.6	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	*	91.27	05.05	88.70	00.00	Elementary Low Poverty *	*	2.3	1.0	2.9	3.0
,						Elementary High Poverty *	*	1.9	0.0	10.5	11.4
						Secondary Low Poverty *	*	5.7	5.2	6.7	6.0
						Secondary High Poverty *	*	9.1	1.3	17.7	15.7

										Secondary Low Po			*	*	9.1	1.3	17.7	15.7	
	MS	A Pro	oficier	ncy Le	evels			В	asic %	Proficient % Advanced %	4	Alt-MS	A Prof	icienc	y Lev	els			
GRADE	S	CHOOL	. %	C	COUNTY	/ %	٤	STATE	%	GRAI	E	SCHO	DL %	С	OUNTY	′ %	(	STATE 9	%
5 2015	17.5	69.0	13.5	28.3	62.2	9.5	36.7	53.9	9.5	5 2	015	* *	*	42.9	32.1	25.0	24.3	40.8	34.9
2014	14.0	66.4	19.6	25.9	63.3	10.9	35.8	54.9	9.3	2	014	* *	*	20.0	65.0	15.0	19.6	42.5	37.9
8 2015	*	*	*	21.3	70.3	8.4	31.9	61.7	6.4	8 2	015	* *	*	6.3	34.4	59.4		37.6	38.4
2014	*	*	*	19.7	72.5	7.8	30.6	62.8	6.6	2	014	* *	*		48.7		19.8	41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0	15.4	61.2	23.4	B 2	015	* *	*		51.7		31.8	37.5	30.6
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9	2	014	* *	*	23.8	45.2	31.0	28.7	37.3	34.0
										3 2		* *	*		57.9		19.3		
											014	* *	*		42.1			35.9	
										4 2			*		41.2			33.5	
											014	* *	*		56.0		14.7		51.4
										5 2			*		35.7			35.7	
											014	* *	*		80.0		18.9		40.8
										6 2		* *	*		37.5			32.2	
										7 2	014	* *	*		24.1 <b>35.1</b>			37.0 <b>31.3</b>	47.0
											014	* *	*		56.7		13.3		54.9
										8 2		* *	*		40.6		16.9		44.0
											014	* *	*		48.7			35.7	
										 A 2		* *	*		24.1				44.3
											014	* *	*		33.3			34.3	
										3 2	015	* *	*	5.3	31.6	63.2	16.5	28.9	54.6
											014	* *	*		47.4			26.5	
										4 2	015	* *	*	29.4	35.3	35.3	17.4	28.1	54.5
										2	014	* *	*	16.0	44.0	40.0	11.9	24.3	63.8
										5 2	015	* *	*	32.1	35.7	32.1	16.4	29.9	53.7
										2	014	* *	*	≤5.0	45.0	55.0	11.4	25.0	63.6
										6 2	015	* *	*	12.5	25.0	62.5	16.8	24.6	58.6
										2	014	* *	*	6.9	27.6	65.5	13.3	23.5	63.2
										7 2	015	* *	*	13.5	37.8	48.6	10.9	22.8	66.3
										2	014	* *	*	≤5.0	20.0	76.7	12.2	21.0	66.9
										8 2	015	* *	*	12.5	9.4	78.1	13.2	28.8	58.0
										2	014	* *	*	7.7	33.3	59.0	12.6	24.6	62.8
										E 2	015	* *	*	13.8	20.7	65.5	19.0	27.7	53.3
										2	014	* *	*	23.8	26.2	50.0	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Hickory Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro: expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	107	11	10.3	9	8.4	22	20.6	62	57.9	*	≤5.0
English/Language Arts 4	107	*	≤5.0	*	≤5.0	22	20.6	59	55.1	22	20.6
English/Language Arts 5	126	*	≤5.0	*	≤5.0	31	24.6	77	61.1	7	5.6
Mathematics 3	107	6	5.6	12	11.2	23	21.5	50	46.7	16	15.0
Mathematics 4	108	*	≤5.0	11	10.2	31	28.7	55	50.9	11	10.2
Mathematics 5	126	*	≤5.0	18	14.3	38	30.2	63	50.0	*	≤5.0

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	St	ate		Sch	ool	Cou	nty	Sta	te
Attendance Rate %	2015 201	4 2015	2014	2015	2014	Teacher Qualifications	2015	2014	2015	2014	2015	2014
Elementary	≥ <b>95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional	7.1	14.0	21.5	24.4	27.4	27.2
High	*	94.1	94.4	92.4	92.7	Advanced Professional	85.7	86.0	72.2	73.9	65.2	65.5
5						Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher	0.0	0.0	0.4	0.1	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by hig	hly qualifie	d teach	ners			
Class of 2014 (4-Year Rate)	*		89.83		86.39	All Quartiles	0.0	0.0	4.6	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	*	91.27	03.03	88.70	00.00	Elementary Low Poverty	*	*	2.3	1.0	2.9	3.0
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,						Elementary High Poverty	*	*	1.9	0.0	10.5	11.4
						Secondary Low Poverty	*	*	5.7	5.2	6.7	6.0
						Secondary High Poverty		*	9.1	1.3	17.7	15.7

										Secondary Low Povert Secondary High Povert			*	*	5.7 9.1	5.2 1.3	6.7 17.7	15.7	
	MS	A Pro	oficier	ncy Le	vels			В	Basic %	Proficient % Advanced %	Alt	-MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	_ %	С	OUNT	/ %	,	STATE	%	GRADE	S	CHOOL	_ %	С	OUNTY	%	5	STATE	%
5 2015	18.7	68.0	13.3	28.3	62.2	9.5	36.7	53.9	9.5	5 2015	*	*	*	42.9	32.1	25.0	24.3	40.8	34.9
2014	10.9	72.3	16.8	25.9	63.3	10.9	35.8	54.9	9.3	2014	*	*	*	20.0	65.0	15.0	19.6	42.5	37.9
8 2015	*	*	*	21.3	70.3	8.4	31.9	61.7	6.4	8 2015	*	*	*	6.3	34.4	59.4	24.0	37.6	38.4
2014	*	*	*	19.7	72.5	7.8	30.6	62.8	6.6	2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0	15.4	61.2	23.4	B 2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9	2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
										3 2015	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3
										2014	*	*	*	26.3	42.1	31.6	12.5	35.9	51.6
										4 2015	*	*	*	41.2	41.2	17.6	20.4	33.5	46.1
										2014	*	*	*	24.0	56.0	20.0	14.7	33.9	51.4
										5 2015	*	*	*	53.6	35.7	10.7	23.8	35.7	40.5
										2014	*	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8
										6 2015	*	*	*	20.8	37.5	41.7	22.8	32.2	45.0
										2014	*	*	*	13.8	24.1	62.1	16.0	37.0	47.0
										7 2015	*	*	*	16.2	35.1	48.6	14.1	31.3	54.5
										2014	*	*	*	10.0	56.7	33.3	13.3	31.9	54.9
										8 2015	*	*	*	6.3	40.6	53.1	16.9	39.0	44.0
										2014	*	*	*	17.9	48.7	33.3	17.8	35.7	46.5
										A 2015	*	*	*	17.2	24.1	58.6	22.9	32.8	44.3
										2014	*	*	*	21.4	33.3	45.2	22.2	34.3	43.5
										3 2015	*	*	*	5.3	31.6	63.2	16.5	28.9	54.6
										2014	*	*	*	26.3	47.4	26.3	10.3	26.5	63.2
										4 2015	*	*	*	29.4	35.3	35.3	17.4	28.1	54.5
										2014	*	*	*	16.0	44.0	40.0	11.9	24.3	63.8
										5 2015	*	*	*	32.1	35.7	32.1	16.4	29.9	53.7
										2014	*	*	*	≤5.0	45.0	55.0	11.4	25.0	63.6
										6 2015	*	*	*	12.5	25.0	62.5	16.8	24.6	58.6
										2014	*	*	*	6.9	27.6	65.5	13.3	23.5	63.2
										7 2015	*	*	*	13.5	37.8	48.6	10.9	22.8	66.3
										2014	*	*	*	≤5.0	20.0	76.7	12.2	21.0	66.9
										8 2015	*	*	*	12.5	9.4	78.1	13.2	28.8	58.0
										2014	*	*	*	7.7	33.3	59.0	12.6	24.6	62.8
										E 2015	*	*	*	13.8	20.7	65.5	19.0	27.7	53.3
										2014	*	*	*	23.8	26.2	50.0	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Homestead/Wakefield Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro- expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	155	*	≤5.0	16	10.3	36	23.2	80	51.6	16	10.3
English/Language Arts 4	167	*	≤5.0	9	5.4	30	18.0	97	58.1	27	16.2
English/Language Arts 5	149	*	≤5.0	12	8.1	30	20.1	89	59.7	13	8.7
Mathematics 3	155	*	≤5.0	16	10.3	36	23.2	82	52.9	18	11.6
Mathematics 4	168	*	≤5.0	28	16.7	47	28.0	85	50.6	*	≤5.0
Mathematics 5	149	*	≤5.0	26	17.4	42	28.2	70	47.0	9	6.0

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	S	chool	Co	unty	Sta	ate	S	chool	Cou	ınty	Sta	te
Attendance Rate %	201	5 2014	2015	2014	2015	2014	Teacher Qualifications 201	5 201	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 12.5	20.8	21.5	24.4	27.4	27.2
High	*	*	94.1	94.4	92.4	92.7	Advanced Professional 87.5	79.2	72.2	73.9	65.2	65.5
							Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 0.0	0.0	0.4	0.1	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualif	fied tea	chers			
Class of 2014 (4-Year Rate)		*		89.83		86.39	All Quartiles 4.	1 0	.0 <b>4.6</b>	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	*		91.27		88.70		Elementary Low Poverty	*	* 2.3	1.0	2.9	3.0
							Elementary High Poverty	*	* 1.9	0.0	10.5	11.4
							Secondary Low Poverty	*	* 5.7	5.2	6.7	6.0
							Secondary High Poverty	*	* 9.1	L 1.3	17.7	15.7

										Secondary Low Povert Secondary High Povert			*	*	5.7 9.1	5.2 1.3	6.7 17.7	15.7	
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient % Advanced %	Alt	-MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	_ %	С	OUNT	/ %	,	STATE	%	GRADE	S	CHOOL	_ %	С	OUNTY	%	,	STATE	%
5 2015	16.0	69.1	14.8	28.3	62.2	9.5	36.7	53.9	9.5	5 2015	*	*	*	42.9	32.1	25.0	24.3	40.8	34.9
2014	11.7	71.4	16.9	25.9	63.3	10.9	35.8	54.9	9.3	2014	*	*	*	20.0	65.0	15.0	19.6	42.5	37.9
8 2015	*	*	*	21.3	70.3	8.4	31.9	61.7	6.4	8 2015	*	*	*	6.3	34.4	59.4	24.0	37.6	38.4
2014	*	*	*	19.7	72.5	7.8	30.6	62.8	6.6	2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0	15.4	61.2	23.4	В 2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9	2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
										3 2015	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3
										2014	*	*	*	26.3	42.1	31.6	12.5	35.9	51.6
										4 2015	*	*	*	41.2	41.2	17.6	20.4	33.5	46.1
										2014	*	*	*	24.0	56.0	20.0	14.7	33.9	51.4
										5 2015	*	*	*	53.6	35.7	10.7	23.8	35.7	40.5
										2014	*	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8
										6 2015	*	*	*	20.8	37.5	41.7	22.8	32.2	45.0
										2014	*	*	*	13.8	24.1	62.1	16.0	37.0	47.0
										7 2015	*	*	*	16.2	35.1	48.6	14.1	31.3	54.5
										2014	*	*	*	10.0	56.7	33.3	13.3	31.9	54.9
										8 2015	*	*	*	6.3	40.6	53.1	16.9	39.0	44.0
										2014	*	*	*	17.9	48.7	33.3	17.8	35.7	46.5
										A 2015	*	*	*	17.2	24.1	58.6	22.9	32.8	44.3
										2014	*	*	*	21.4	33.3	45.2	22.2	34.3	43.5
										3 2015	*	*	*	5.3	31.6	63.2	16.5	28.9	54.6
										2014	*	*	*	26.3	47.4	26.3	10.3	26.5	63.2
										4 2015	*	*	*	29.4	35.3	35.3	17.4	28.1	54.5
										2014	*	*	*	16.0	44.0	40.0	11.9	24.3	63.8
										5 2015	*	*	*	32.1	35.7	32.1	16.4	29.9	53.7
										2014	*	*	*	≤5.0	45.0	55.0	11.4	25.0	63.6
										6 2015	*	*	*	12.5	25.0	62.5	16.8	24.6	58.6
										2014	*	*	*	6.9	27.6	65.5	13.3	23.5	63.2
										7 2015	*	*	*	13.5	37.8	48.6	10.9	22.8	66.3
										2014	*	*	*	≤5.0	20.0	76.7	12.2	21.0	66.9
										8 2015	*	*	*	12.5	9.4	78.1	13.2	28.8	58.0
										2014	*	*	*	7.7	33.3	59.0	12.6	24.6	62.8
										E 2015	*	*	*	13.8	20.7	65.5	19.0	27.7	53.3
										2014	*	*	*	23.8	26.2	50.0	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Jarrettsville Elementary**

## PARCC Assessment Performance Results Summary - 2015

			Performance Level											
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Level 5				
		Did not y expect		Partially met expectations		Appro expect		Met expe	ectations	Exceeded expectations				
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%			
English/Language Arts 3	75	*	≤5.0	4	5.3	11	14.7	54	72.0	4	5.3			
English/Language Arts 4	87	*	≤5.0	9	10.3	25	28.7	46	52.9	5	5.7			
English/Language Arts 5	81	*	≤5.0	7	8.6	19	23.5	50	61.7	*	≤5.0			
Mathematics 3	75	*	≤5.0	5	6.7	23	30.7	38	50.7	9	12.0			
Mathematics 4	88	*	≤5.0	20	22.7	30	34.1	33	37.5	*	≤5.0			
Mathematics 5	81	*	≤5.0	21	25.9	23	28.4	33	40.7	*	≤5.0			

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

23.8 26.2 50.0 18.8 26.6 54.5

**Mathematics** 

Science

	Sc	hool	Co	unty	Sta	ate	Sch	ool	Cou	nty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	87.9	89.1	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	93.0	90.6	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 18.2	33.3	21.5	24.4	27.4	27.2
High	90.6	91.6	94.1	94.4	92.4	92.7	Advanced Professional 81.8	61.9	72.2	73.9	65.2	65.5
Ü							Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 0.0	0.0	0.4	0.1	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualifie	d teach	ers			
Class of 2014 (4-Year Rate)		*		89.83		86.39	All Quartiles 48.6	61.3	4.6	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	Ͱ		91.27		88.70		Elementary Low Poverty *	*	2.3	1.0	2.9	3.0
							Elementary High Poverty *	*	1.9	0.0	10.5	11.4
							Secondary Low Poverty *	*	5.7	5.2	6.7	6.0
							Secondary High Poverty *	*	9.1	1.3	17.7	15.7

												dary Low Poverty dary High Poverty			*	*	5.7 9.1	5.2 1.3	6.7 17.7	6.0 15.7		
												,										
	MS	A Pro	ficier	icy Le	vels			В	asic %	Proficient %	Advanced %		Alt-	MSA	Profi	cienc	y Leve	els				
GRADE	S	CHOOL	. %	С	OUNTY	′ %	;	STATE '	%			GRADE	SC	CHOOL	. %	С	OUNTY	%	5	STATE 9	%	
5 2015	*	*	*	28.3	62.2	9.5	36.7	53.9	9.5			5 2015	*	*	*	42.9	32.1	25.0	24.3	40.8	34.9	
2014	*	*	*	25.9	63.3	10.9	35.8	54.9	9.3			2014	*	*	*	20.0	65.0	15.0	19.6	42.5	37.9	
8 2015	*	*	*	21.3	70.3	8.4	31.9	61.7	6.4			8 2015	*	*	*	6.3	34.4	59.4	24.0	37.6	38.4	
2014	*	*	*	19.7	72.5	7.8	30.6	62.8	6.6			2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2	
*B 2015	*	*	*	9.1	65.9	25.0	15.4	61.2	23.4			B 2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6	
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9			2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0	
												3 2015	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3	
												2014	*	*	*	26.3	42.1	31.6	12.5	35.9	51.6	
												4 2015	*	*	*	41.2	41.2	17.6	20.4	33.5	46.1	
												2014	*	*	*	24.0	56.0	20.0	14.7	33.9	51.4	
												5 2015	*	*	*	53.6	35.7	10.7	23.8	35.7	40.5	
												2014	*	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8	
												6 2015	*	*	*	20.8	37.5	41.7	22.8	32.2	45.0	
												2014	*	*	*	13.8	24.1	62.1	16.0	37.0	47.0	
												7 2015	*	*	*	16.2	35.1	48.6	14.1	31.3	54.5	
												2014	*	*	*	10.0	56.7	33.3	13.3	31.9	54.9	
												8 2015	*	*	*	6.3	40.6	53.1	16.9	39.0	44.0	
												2014	*	*	*	17.9	48.7	33.3	17.8	35.7	46.5	
												A 2015	*	*	*	17.2	24.1	58.6	22.9	32.8	44.3	
												2014	*	*	*	21.4	33.3	45.2	22.2	34.3	43.5	
												3 2015	*	*	*	5.3	31.6	63.2	16.5		54.6	
												2014	*	*	*		47.4	26.3	10.3		63.2	
												4 2015		*	*		35.3			28.1		
												2014	*	*	*		44.0	40.0		24.3	63.8	
												5 2015	*	*	*		35.7			29.9	53.7	
												2014	Ţ		*	≤5.0	45.0	55.0		25.0	63.6	
												6 2015	Ţ		Ţ		25.0	62.5		24.6	58.6	
												2014	*	*	*			65.5		23.5		
												7 2015	*	*	*					22.8		
												2014 <b>8 2015</b>	*	*	*		20.0			21.0		
												2014	*	*	*	<b>12.5</b>		<b>78.1</b> 59.0		<b>28.8</b> 24.6		
													*	*	*					24.6 27.7		
												E 2015				15.8	20.7	65.5	19.0	21.1	33.3	

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

### **John Archer School**

# PARCC Assessment Performance Results Summary - 2015

				Perfor	mance	Level				
	Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
	Did not y expect		Partial expect	ly met tations	Appro- expect		Met exp	ectations	Exce expec	eded tations
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	9	School	Co	unty	Sta	ate		Scho	ol	Cou	nty	Sta	te
Attendance Rate %	201	2015 2014		2014	2015	2014	Teacher Qualifications 20	015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 12	.5	21.2	21.5	24.4	27.4	27.2
High	*	*	94.1	94.4	92.4	92.7	Advanced Professional 87	.5	78.8	72.2	73.9	65.2	65.5
J							Resident Teacher 0	.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 0	.0	0.0	0.4	0.1	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qua	lified	l teach	ers			
Class of 2014 (4-Year Rate)		*		89.83		86.39	All Quartiles	0.0	2.9	4.6	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	*		91.27		88.70		Elementary Low Poverty	*	*	2.3	1.0	2.9	3.0
							Elementary High Poverty	*	*	1.9	0.0	10.5	11.4
							Secondary Low Poverty	*	*	5.7	5.2	6.7	6.0
							Secondary High Poverty	*	*	9.1	1.3	17.7	15.7

										Secondary Low i				*	*	9.1	1.3	17.7	15.7	
	MS	SA Pro	oficie	ncy Le	evels			В	Basic %	Proficient % Advanced %		Alt-	MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	_ %	С	OUNT	Y %		STATE	%	GR	RADE	SC	CHOOL	- %	С	OUNTY	′ %	5	STATE	%
5 2015	34.7	54.1	11.2	28.3	62.2	9.5	36.7	53.9	9.5	5	5 2015	*	*	*	42.9	32.1	25.0	24.3	40.8	34.9
2014	25.0	66.1	8.9	25.9	63.3	10.9	35.8	54.9	9.3		2014	*	*	*	20.0	65.0	15.0	19.6	42.5	37.9
8 2015	*	*	*	21.3	70.3	8.4	31.9	61.7	6.4	8	3 2015	*	*	*	6.3	34.4	59.4	24.0	37.6	38.4
2014	*	*	*	19.7	72.5	7.8	30.6	62.8	6.6		2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0	15.4	61.2	23.4	Е	B 2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9		2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
										3	3 2015	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3
											2014	*	*	*	26.3	42.1	31.6	12.5	35.9	51.6
										4	4 2015	*	*	*	41.2	41.2	17.6	20.4	33.5	46.1
											2014	*	*	*	24.0	56.0	20.0	14.7	33.9	51.4
										5	5 2015	*	*	*	53.6	35.7	10.7	23.8	35.7	40.5
											2014	*	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8
										6	5 2015	*	*	*	20.8	37.5	41.7	22.8	32.2	45.0
											2014	*	*	*	13.8	24.1	62.1	16.0	37.0	47.0
										7	7 2015	*	*	*	16.2	35.1	48.6	14.1	31.3	54.5
											2014	*	*	*	10.0	56.7	33.3	13.3	31.9	54.9
										8	3 2015	*	*	*	6.3	40.6	53.1	16.9	39.0	44.0
											2014	*	*	*	17.9	48.7	33.3	17.8	35.7	46.5
										A	A 2015	*	*	*	17.2	24.1	58.6	22.9	32.8	44.3
											2014	*	*	*	21.4	33.3	45.2	22.2	34.3	43.5
										3	3 2015	*	*	*	5.3	31.6	63.2	16.5	28.9	54.6
											2014	*	*	*	26.3	47.4	26.3	10.3	26.5	63.2
										4	4 2015	*	*	*	29.4	35.3	35.3	17.4	28.1	54.5
											2014	*	*	*	16.0	44.0	40.0	11.9	24.3	63.8
										5	5 2015	*	*	*	32.1	35.7	32.1	16.4	29.9	53.7
											2014	*	*	*	≤5.0	45.0	55.0	11.4	25.0	63.6
										6	5 2015	*	*	*	12.5	25.0	62.5	16.8	24.6	58.6
											2014	*	*	*	6.9	27.6	65.5	13.3	23.5	63.2
										7	7 2015	*	*	*	13.5	37.8	48.6	10.9	22.8	66.3
											2014	*	*	*	≤5.0	20.0	76.7	12.2	21.0	66.9
										8	3 2015	*	*	*	12.5	9.4	78.1	13.2	28.8	58.0
											2014	*	*	*	7.7	33.3	59.0	12.6	24.6	62.8
										E	E 2015	*	*	*	13.8	20.7	65.5	19.0	27.7	53.3

2014 \* \* \* 23.8 26.2 50.0 18.8 26.6 54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Joppatowne Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
6		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro- expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	97	5	5.2	11	11.3	24	24.7	48	49.5	9	9.3
English/Language Arts 4	79	*	≤5.0	10	12.7	21	26.6	36	45.6	10	12.7
English/Language Arts 5	97	6	6.2	21	21.6	29	29.9	39	40.2	*	≤5.0
Mathematics 3	97	5	5.2	16	16.5	26	26.8	37	38.1	13	13.4
Mathematics 4	79	*	≤5.0	18	22.8	23	29.1	33	41.8	4	5.1
Mathematics 5	97	*	≤5.0	31	32.0	32	33.0	28	28.9	*	≤5.0

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	Sc	hool	Co	unty	Sta	ate	S	chool	Co	unty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	alifications 201	5 201	4 2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	ates:					
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Professional 36.2	50.	0 <b>21.5</b>	24.4	27.4	27.2
High	92.0	92.3	94.1	94.4	92.4	92.7	Professional 48.9	47.	9 <b>72.2</b>	73.9	65.2	65.5
Ü							eacher 0.0	0.	<b>0.0</b>	0.0	1.1	0.7
							al Teacher 6.4	0.	0 <b>0.4</b>	0.1	1.5	1.0
Cohort Graduation Rate							s NOT taught by highly qualif	ied tea	chers			
Class of 2014 (4-Year Rate)		77.93		89.83		86.39	iles 8.	2 5	5.2 <b>4.</b> 0	<b>5</b> 4.6	8.4	7.6
Class of 2014 (5-Year Rate)	82.57		91.27		88.70		ary Low Poverty	*	* 2.3	3 1.0	2.9	3.0
, ,							ary High Poverty	*	* 1.9	0.0	10.5	11.4
							ry Low Poverty	*	* 5.	<b>7</b> 5.2	6.7	6.0
							y High Poverty	*	* 9.:	<b>1</b> 1.3	17.7	15.7

										Secondary Low Pove Secondary High Pove			*	*	9.1	1.3	17.7	15.7	
	MS	A Pro	oficier	ncy Le	evels			В	Basic %	Proficient % Advanced %	Al	t-MSA	\ Prof	icienc	y Lev	els			
GRADE	S	CHOOL	_ %	С	COUNTY	<b>/</b> %	;	STATE	%	GRADE		SCHOO	L %	С	OUNTY	%	5	STATE 9	%
5 2015	*	*	*	28.3	62.2	9.5	36.7	53.9	9.5	5 201	5 *	*	*	42.9	32.1	25.0	24.3	40.8	34.9
2014	*	*	*	25.9	63.3	10.9	35.8	54.9	9.3	201	4 *	*	*	20.0	65.0	15.0	19.6	42.5	37.9
8 2015	*	*	*	21.3	70.3	8.4	31.9	61.7	6.4	8 201	5 *	*	*	6.3	34.4	59.4	24.0	37.6	38.4
2014	*	*	*	19.7	72.5	7.8	30.6	62.8	6.6	201	4 *	*	*	17.9	48.7	33.3	19.8	41.0	39.2
*B 2015	9.7	76.9	13.4	9.1	65.9	25.0	15.4	61.2	23.4	B 201	5 *	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014	11.0	78.0	11.0	7.7	66.0	26.2	15.4	61.7	22.9	201	4 *	*	*	23.8	45.2	31.0	28.7	37.3	34.0
										3 201	5 *	*	*	21.1	57.9	21.1	19.3	38.4	42.3
										201	4 *	*	*	26.3	42.1	31.6	12.5	35.9	51.6
										4 201	5 *	*	*	41.2	41.2	17.6	20.4	33.5	46.1
										201	4 *	*	*	24.0	56.0	20.0	14.7	33.9	51.4
										5 201	5 *	*	*	53.6	35.7	10.7	23.8	35.7	40.5
										201	4 *	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8
										6 201	5 *	*	*	20.8	37.5	41.7	22.8	32.2	45.0
										201	4 *	*	*	13.8	24.1	62.1	16.0	37.0	47.0
										7 201	5 *	*	*	16.2	35.1	48.6	14.1	31.3	54.5
										201	4 *	*	*	10.0	56.7	33.3	13.3	31.9	54.9
										8 201	5 *	*	*	6.3	40.6	53.1	16.9	39.0	44.0
										201	4 *	*	*	17.9	48.7	33.3	17.8	35.7	46.5
										A 201	5 *	*	*	17.2	24.1	58.6	22.9	32.8	44.3
										201	4 *	*	*	21.4	33.3	45.2	22.2	34.3	43.5
										3 201	5 *	*	*	5.3	31.6	63.2	16.5	28.9	54.6
										201	4 *	*	*	26.3	47.4	26.3	10.3	26.5	63.2
										4 201	5 *	*	*	29.4	35.3	35.3	17.4	28.1	54.5
										201	4 *	*	*	16.0	44.0	40.0	11.9	24.3	63.8
										5 201	5 *	*	*	32.1	35.7	32.1	16.4	29.9	53.7
										201	4 *	*	*	≤5.0	45.0	55.0	11.4	25.0	63.6
										6 201	5 *	*	*		25.0				58.6
										201	4 *	*	*	6.9	27.6	65.5	13.3	23.5	63.2
										7 201	5 *	*	*	13.5	37.8	48.6	10.9	22.8	66.3
										201	4 *	*	*			76.7	12.2	21.0	66.9
										8 201	5 *	*	*	12.5	9.4	78.1	13.2	28.8	58.0
										201	4 *	*	*	7.7	33.3	59.0	12.6	24.6	62.8
										E 201	5 *	*	*	13.8	20.7	65.5	19.0	27.7	53.3

2014 \* \* \* 23.8 26.2 50.0 18.8 26.6 54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Joppatowne High**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Approa expect		Met expe	ectations	Excee expect	
	TESTED	Count	expectations  Count %		%	Count	%	Count	%	Count	%
English/Language Arts 10	155	37	23.9	32	20.6	43	27.7	38	24.5	*	≤5.0
Algebra I	95	10	10.5	31	32.6	39	41.1	15	15.8	*	≤5.0
Algebra II	150	42	28.0	64	42.7	29	19.3	14	9.3	*	≤5.0

### Partnership for Assessment of Readiness for College and Careers (PARCC)

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### **PARCC Performance Level Descriptors (PLD)**

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	S	chool	Co	unty	Sta	ate	Si	chool	Co	unty	Sta	ite
Attendance Rate %	201	5 2014	2015	2014	2015	2014	Teacher Qualifications 201	5 201	4 2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 37.0	36.	0 <b>21.5</b>	24.4	27.4	27.2
High	*	*	94.1	94.4	92.4	92.7	Advanced Professional 63.0	64.	0 <b>72.2</b>	73.9	65.2	65.5
							Resident Teacher 0.0	0.	<b>0.0</b>	0.0	1.1	0.7
							Conditional Teacher 0.0	0.	0 <b>0.4</b>	0.1	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualif	ied tea	chers			
Class of 2014 (4-Year Rate)		*		89.83		86.39	All Quartiles 0.	0 (	).0 <b>4.</b> 0	<b>6</b> 4.6	8.4	7.6
Class of 2014 (5-Year Rate)	*		91.27		88.70		Elementary Low Poverty	*	* 2.3	<b>3</b> 1.0	2.9	3.0
							Elementary High Poverty	*	* 1.9	9 0.0	10.5	11.4
							Secondary Low Poverty	*	* 5.	<b>7</b> 5.2	6.7	6.0
							Secondary High Poverty	*	* 9.:	<b>1</b> 1.3	17.7	15.7

											ndary Low Poverty ndary High Poverty	,		*	*	5.7 9.1	5.2 1.3	6.7 17.7	6.0 15.7	
											, , ,									
	MS	SA Pro	oficier	ncy Le	vels			В	asic %	Proficient % Advanced %		Alt	-MSA	Profi	cienc	y Leve	els			
GRADE	S	CHOOL	. %	С	OUNTY	/ %	,	STATE	%		GRADE	S	CHOOL	_ %	С	OUNTY	%	5	STATE S	%
5 2015	48.3	51.7	≤5.0	28.3	62.2	9.5	36.7	53.9	9.5		5 2015	*	*	*	42.9	32.1	25.0	24.3	40.8	34.9
2014	60.3	38.1	≤5.0	25.9	63.3	10.9	35.8	54.9	9.3		2014	*	*	*	20.0	65.0	15.0	19.6	42.5	37.9
8 2015	*	*	*	21.3	70.3	8.4	31.9	61.7	6.4		8 2015	*	*	*	6.3	34.4	59.4	24.0	37.6	38.4
2014	*	*	*	19.7	72.5	7.8	30.6	62.8	6.6		2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0	15.4	61.2	23.4		B 2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9		2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
											3 2015	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3
											2014	*	*	*	26.3	42.1	31.6	12.5	35.9	51.6
											4 2015	*	*	*	41.2	41.2	17.6	20.4	33.5	46.1
											2014	*	*	*	24.0	56.0	20.0	14.7	33.9	51.4
											5 2015	*	*	*	53.6	35.7	10.7	23.8	35.7	40.5
											2014	*	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8
											6 2015	*	*	*	20.8	37.5	41.7	22.8	32.2	45.0
											2014	*	*	*	13.8	24.1	62.1	16.0	37.0	47.0
											7 2015	*	*	*	16.2	35.1	48.6	14.1	31.3	54.5
											2014	*	*	*	10.0	56.7	33.3	13.3	31.9	54.9
											8 2015	*	*	*	6.3	40.6	53.1	16.9	39.0	44.0
											2014	*	*	*	17.9	48.7	33.3	17.8	35.7	46.5
											A 2015	*	*	*	17.2	24.1	58.6	22.9	32.8	44.3
											2014	*	*	*	21.4	33.3	45.2	22.2	34.3	43.5
											3 2015	*	*	*		31.6		16.5		54.6
											2014	*	*	*		47.4				63.2
											4 2015	*	*	*		35.3			28.1	
											2014	*	*	*		44.0				63.8
											5 2015	*	*	*		35.7			29.9	53.7
											2014	*	*	*		45.0	55.0	11.4		63.6
											6 2015	*	*	*				16.8		58.6
											2014	*	*	*					23.5	
											7 2015	*	*	*		37.8			22.8	66.3
											2014	*	* *			20.0			21.0	
											8 2015	*	*	*	12.5				28.8	
											2014	*	*	*		33.3			24.6	
											E 2015	*	*	*		20.7			27.7	
											2014		-		23.8	26.2	50.0	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Magnolia Elementary**

# PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro: expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	68	24	35.3	16	23.5	15	22.1	13	19.1	*	≤5.0
English/Language Arts 4	60	6	10.0	20	33.3	18	30.0	14	23.3	*	≤5.0
English/Language Arts 5	60	7	11.7	10	16.7	28	46.7	14	23.3	*	≤5.0
Mathematics 3	68	16	23.5	15	22.1	21	30.9	15	22.1	*	≤5.0
Mathematics 4	60	10	16.7	27	45.0	16	26.7	7	11.7	*	≤5.0
Mathematics 5	60	5	8.3	26	43.3	20	33.3	9	15.0	*	≤5.0

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	S	chool	Co	unty	Sta	ate	Sc	nool	Cou	inty	Sta	te
Attendance Rate %	201	5 2014	2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 28.6	38.1	21.5	24.4	27.4	27.2
High	*	*	94.1	94.4	92.4	92.7	Advanced Professional 61.9	61.9	72.2	73.9	65.2	65.5
Ü							Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 0.0	0.0	0.4	0.1	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualification					
Class of 2014 (4-Year Rate)		*		89.83		86.39	All Quartiles 12.6	10.3	4.6	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	*		91.27		88.70		Elementary Low Poverty *	*	2.3	1.0	2.9	3.0
							Elementary High Poverty *	*	1.9	0.0	10.5	11.4
							Secondary Low Poverty *	*	5.7	5.2	6.7	6.0
							Secondary High Poverty *	×	9.1	. 1.3	17.7	15.7

											Secondary Low Poverty Secondary High Poverty			*	*	5.7 9.1	5.2 1.3	6.7 17.7	6.0 15.7	
											, , ,									
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient % Adva	ced %	Alt-	-MSA	Profi	cienc	y Leve	els			
GRADE	S	CHOOL	. %	С	OUNTY	/ %	,	STATE	%		GRADE	S	CHOOL	_ %	С	OUNTY	%	5	STATE 9	%
5 2015	*	*	*	28.3	62.2	9.5	36.7	53.9	9.5		5 2015	*	*	*	42.9	32.1	25.0	24.3	40.8	34.9
2014	*	*	*	25.9	63.3	10.9	35.8	54.9	9.3		2014	*	*	*	20.0	65.0	15.0	19.6	42.5	37.9
8 2015	37.3	59.2	≤5.0	21.3	70.3	8.4	31.9	61.7	6.4		8 2015	*	*	*	6.3	34.4	59.4	24.0	37.6	38.4
2014	34.5	62.7	≤5.0	19.7	72.5	7.8	30.6	62.8	6.6		2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0	15.4	61.2	23.4		B 2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9		2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
											3 2015	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3
											2014	*	*	*	26.3	42.1	31.6	12.5	35.9	51.6
											4 2015	*	*	*	41.2	41.2	17.6	20.4	33.5	46.1
											2014	*	*	*	24.0	56.0	20.0	14.7	33.9	51.4
											5 2015	*	*	*	53.6	35.7	10.7	23.8	35.7	40.5
											2014	*	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8
											6 2015	*	*	*	20.8	37.5	41.7	22.8	32.2	45.0
											2014	*	*	*	13.8	24.1	62.1	16.0	37.0	47.0
											7 2015	*	*	*	16.2	35.1	48.6	14.1	31.3	54.5
											2014	*	*	*	10.0	56.7	33.3	13.3	31.9	54.9
											8 2015	*	*	*	6.3	40.6	53.1	16.9	39.0	44.0
											2014	*	*	*	17.9	48.7	33.3	17.8	35.7	46.5
											A 2015	*	*	*	17.2	24.1	58.6	22.9	32.8	44.3
											2014	*	*	*	21.4	33.3	45.2	22.2	34.3	43.5
											3 2015	*	*	*		31.6		16.5		54.6
											2014	*	*	*		47.4		10.3		63.2
											4 2015	<b>.</b>	·	*		35.3			28.1	
											2014	*	*	*		44.0		11.9		63.8
											5 2015	*	*	*		<b>35.7</b>		16.4		53.7
											2014 <b>6 2015</b>	*	*	*		45.0 <b>25.0</b>	55.0 <b>62.5</b>	11.4 <b>16.8</b>		63.6 <b>58.6</b>
												*	*	*						
											2014 <b>7 2015</b>	*	*	*		<b>37.8</b>	65.5 48.6	10.9		66.3
											2014	*	*	*		20.0			21.0	
											8 2015	*	*	*	12.5				28.8	
											2014	*	*	*		33.3			24.6	
											E 2015	*	*	*		20.7			27.7	
											2014	*	*	*			50.0			
											2014				23.0	20.2	55.0	10.0	20.0	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Magnolia Middle**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
·		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met tations	Appro: expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 6	250	34	13.6	71	28.4	68	27.2	74	29.6	*	≤5.0
English/Language Arts 7	253	22	8.7	47	18.6	78	30.8	82	32.4	24	9.5
English/Language Arts 8	226	24	10.6	48	21.2	61	27.0	81	35.8	12	5.3
Mathematics 6	253	40	15.8	95	37.5	63	24.9	49	19.4	*	≤5.0
Mathematics 7	213	18	8.5	80	37.6	90	42.3	25	11.7	*	≤5.0
Mathematics 8	170	50	29.4	43	25.3	32	18.8	34	20.0	11	6.5
Algebra I	98	*	≤5.0	17	17.3	20	20.4	56	57.1	*	≤5.0

### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	Sta	ate	Si	chool	Cou	inty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 201	5 201	4 2015	2014	2015	2014
Elementary	<b>≥ 95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 25.0	21.4	21.5	24.4	27.4	27.2
High	* *	94.1	94.4	92.4	92.7	Advanced Professional 71.4	75.0	72.2	73.9	65.2	65.5
8						Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	0.0	0.4	0.1	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualif	ied tea	chers			
Class of 2014 (4-Year Rate)	*		89.83		86.39	All Quartiles 0.	<b>)</b> (	.0 <b>4.6</b>	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	*	91.27		88.70		Elementary Low Poverty	*	* 2.3	1.0	2.9	3.0
						Elementary High Poverty	*	* 1.9	0.0	10.5	11.4
						Secondary Low Poverty	*	* 5.7	5.2	6.7	6.0
						Secondary High Poverty	*	* 9.1	. 1.3	17.7	15.7

											Secondary Low Poverty Secondary High Poverty			*	*	5.7 9.1	5.2 1.3	6.7 17.7	6.0 15.7	
											, , ,									
	MS	SA Pro	oficier	ncy Le	vels			В	asic %	Proficient % Adva	nced %	Alt-	MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	. %	С	OUNTY	′ %	,	STATE	%		GRADE	SC	CHOOL	. %	С	OUNTY	%	5	STATE	%
5 2015	21.3	66.3	12.4	28.3	62.2	9.5	36.7	53.9	9.5		5 2015	*	*	*	42.9	32.1	25.0	24.3	40.8	34.9
2014	24.5	57.1	18.4	25.9	63.3	10.9	35.8	54.9	9.3		2014	*	*	*	20.0	65.0	15.0	19.6	42.5	37.9
8 2015	*	*	*	21.3	70.3	8.4	31.9	61.7	6.4		8 2015	*	*	*	6.3	34.4	59.4	24.0	37.6	38.4
2014	*	*	*	19.7	72.5	7.8	30.6	62.8	6.6		2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0	15.4	61.2	23.4		B 2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9		2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
											3 2015	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3
											2014	*	*	*	26.3	42.1	31.6	12.5	35.9	51.6
											4 2015	*	*	*	41.2	41.2	17.6	20.4	33.5	46.1
											2014	*	*	*	24.0	56.0	20.0	14.7	33.9	51.4
											5 2015	*	*	*	53.6	35.7	10.7	23.8	35.7	40.5
											2014	*	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8
											6 2015	*	*	*	20.8	37.5	41.7	22.8	32.2	45.0
											2014	*	*	*	13.8	24.1	62.1	16.0	37.0	47.0
											7 2015	*	*	*	16.2	35.1	48.6	14.1	31.3	54.5
											2014	*	*	*	10.0	56.7	33.3	13.3	31.9	54.9
											8 2015	*	*	*	6.3	40.6	53.1	16.9	39.0	44.0
											2014	*	*	*	17.9	48.7	33.3	17.8	35.7	46.5
											A 2015	*	*	*	17.2	24.1	58.6	22.9	32.8	44.3
											2014	*	*	*	21.4	33.3	45.2	22.2	34.3	43.5
											_									
											3 2015	*	*	*	5.3	31.6	63.2	16.5	28.9	54.6
											2014	*	*	*	26.3	47.4	26.3	10.3	26.5	63.2
											4 2015	*	*	*	29.4	35.3	35.3	17.4	28.1	54.5
											2014	*	*	*	16.0	44.0	40.0	11.9	24.3	63.8
											5 2015	*	*	*	32.1	35.7	32.1	16.4	29.9	53.7
											2014	*	*	*	≤5.0	45.0	55.0	11.4	25.0	63.6
											6 2015	*	*	*	12.5	25.0	62.5	16.8	24.6	58.6
											2014	*	*	*	6.9	27.6	65.5	13.3	23.5	63.2
											7 2015	*	*	*	13.5	37.8	48.6	10.9	22.8	66.3
											2014	*	*	*	≤5.0	20.0	76.7	12.2	21.0	66.9
											8 2015	*	*	*	12.5	9.4	78.1	13.2	28.8	58.0
											2014	*	*	*	7.7	33.3	59.0	12.6	24.6	62.8
											E 2015	*	*	*	13.8	20.7	65.5	19.0	27.7	53.3
											2014	*	*	*	23.8	26.2	50.0	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Meadowvale Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro: expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	87	8	9.2	13	14.9	20	23.0	44	50.6	*	≤5.0
English/Language Arts 4	78	*	≤5.0	9	11.5	17	21.8	37	47.4	13	16.7
English/Language Arts 5	89	*	≤5.0	6	6.7	24	27.0	51	57.3	6	6.7
Mathematics 3	88	*	≤5.0	21	23.9	23	26.1	32	36.4	8	9.1
Mathematics 4	79	*	≤5.0	17	21.5	19	24.1	37	46.8	4	5.1
Mathematics 5	89	*	≤5.0	13	14.6	17	19.1	48	53.9	9	10.1

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	S	chool	Co	unty	Sta	ate		Sch	iool	Cou	nty	Sta	te
Attendance Rate %	201	5 2014	2015	2014	2015	2014	Teacher Qualifications	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional	7.7	7.1	21.5	24.4	27.4	27.2
High	*	*	94.1	94.4	92.4	92.7	Advanced Professional	92.3	92.9	72.2	73.9	65.2	65.5
S							Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher	0.0	0.0	0.4	0.1	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by high	nly qualifie	d teach	ers			
Class of 2014 (4-Year Rate)		*		89.83		86.39	All Quartiles	0.0	0.0	4.6	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	*		91.27	03.03	88.70	00.55	Elementary Low Poverty	*	*	2.3	1.0	2.9	3.0
(, , , , , , , , , , , , , , , , , , ,							Elementary High Poverty	*	*	1.9	0.0	10.5	11.4
							Secondary Low Poverty	*	*	5.7	5.2	6.7	6.0
							Secondary High Poverty	*	*	9.1	1.3	17.7	15.7

					Secondary Low Povert Secondary High Povert			*	*	5.7 9.1	5.2 1.3	6.7 17.7	6.0 15.7						
	MS	A Pro	oficie	ncy Le	vels			В	asic %	Proficient % Advanced %	Alt	-MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	_ %	С	OUNT	/ %	,	STATE	%	GRADE	S	CHOOL	_ %	С	OUNTY	%	5	STATE	%
5 2015	26.5	70.6	≤5.0	28.3	62.2	9.5	36.7	53.9	9.5	5 2015	*	*	*	42.9	32.1	25.0	24.3	40.8	34.9
2014	17.1	65.7	17.1	25.9	63.3	10.9	35.8	54.9	9.3	2014	*	*	*	20.0	65.0	15.0	19.6	42.5	37.9
8 2015	*	*	*	21.3	70.3	8.4	31.9	61.7	6.4	8 2015	*	*	*	6.3	34.4	59.4	24.0	37.6	38.4
2014	*	*	*	19.7	72.5	7.8	30.6	62.8	6.6	2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0	15.4	61.2	23.4	В 2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9	2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
										3 2015	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3
										2014	*	*	*	26.3	42.1	31.6	12.5	35.9	51.6
										4 2015	*	*	*	41.2	41.2	17.6	20.4	33.5	46.1
										2014	*	*	*	24.0	56.0	20.0	14.7	33.9	51.4
										5 2015	*	*	*	53.6	35.7	10.7	23.8	35.7	40.5
										2014	*	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8
										6 2015	*	*	*	20.8	37.5	41.7	22.8	32.2	45.0
										2014	*	*	*	13.8	24.1	62.1	16.0	37.0	47.0
										7 2015	*	*	*	16.2	35.1	48.6	14.1	31.3	54.5
										2014	*	*	*	10.0	56.7	33.3	13.3	31.9	54.9
										8 2015	*	*	*	6.3	40.6	53.1	16.9	39.0	44.0
										2014	*	*	*	17.9	48.7	33.3	17.8	35.7	46.5
										A 2015	*	*	*	17.2	24.1	58.6	22.9	32.8	44.3
										2014	*	*	*	21.4	33.3	45.2	22.2	34.3	43.5
										3 2015	*	*	*	5.3	31.6	63.2	16.5	28.9	54.6
										2014	*	*	*	26.3	47.4	26.3	10.3	26.5	63.2
										4 2015	*	*	*	29.4	35.3	35.3	17.4	28.1	54.5
										2014	*	*	*	16.0	44.0	40.0	11.9	24.3	63.8
										5 2015	*	*	*	32.1	35.7	32.1	16.4	29.9	53.7
										2014	*	*	*	≤5.0	45.0	55.0	11.4	25.0	63.6
										6 2015	*	*	*	12.5	25.0	62.5	16.8	24.6	58.6
										2014	*	*	*	6.9	27.6	65.5	13.3	23.5	63.2
										7 2015	*	*	*	13.5	37.8	48.6	10.9	22.8	66.3
										2014	*	*	*	≤5.0	20.0	76.7	12.2	21.0	66.9
										8 2015	*	*	*	12.5	9.4	78.1	13.2	28.8	58.0
										2014	*	*	*	7.7	33.3	59.0	12.6	24.6	62.8
										E 2015	*	*	*	13.8	20.7	65.5	19.0	27.7	53.3
										2014	*	*	*	23.8	26.2	50.0	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Norrisville Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	34	2	5.9	6	17.6	7	20.6	17	50.0	2	5.9
English/Language Arts 4	33	2	6.1	5	15.2	10	30.3	14	42.4	2	6.1
English/Language Arts 5	35	2	5.7	4	11.4	10	28.6	19	54.3	*	≤5.0
Mathematics 3	34	5	14.7	4	11.8	8	23.5	16	47.1	*	≤5.0
Mathematics 4	33	*	≤5.0	10	30.3	15	45.5	7	21.2	*	≤5.0
Mathematics 5	35	*	≤5.0	6	17.1	14	40.0	14	40.0	*	≤5.0

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	St	ate		Sch	ool	Cou	nty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications	2015	2014	2015	2014	2015	2014
Elementary	≥ <b>95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional	15.8	21.1	21.5	24.4	27.4	27.2
High	* *	94.1	94.4	92.4	92.7	Advanced Professional	84.2	78.9	72.2	73.9	65.2	65.5
S .						Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher	0.0	0.0	0.4	0.1	1.5	1.0
ohort Graduation Rate						% of classes NOT taught by highly o	qualifie	d teach	iers			
Class of 2014 (4-Year Rate)	*		89.83		86.39	All Quartiles	0.0	0.0	4.6	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	*	91.27	03.03	88.70	00.00	Elementary Low Poverty	*	*	2.3	1.0	2.9	3.0
(, , , , , , , , , , , , , , , , , , ,						Elementary High Poverty	*	*	1.9	0.0	10.5	11.4
						Secondary Low Poverty	*	*	5.7	5.2	6.7	6.0
						Secondary High Poverty	*	*	9.1	1.3	17.7	15.7

							ondary Low Poverty ondary High Poverty			*	*	5.7 9.1	5.2 1.3	6.7 17.7	6.0 15.7					
											, , ,									
	MS	A Pro	ficie	ncy Le	vels			В	asic %	Proficient % Advanced %		Alt	-MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	%	С	OUNTY	/ %	,	STATE	%		GRADE	S	CHOOL	_ %	С	OUNTY	%	;	STATE S	%
5 2015	20.0	72.7	7.3	28.3	62.2	9.5	36.7	53.9	9.5		5 2015	*	*	*	42.9	32.1	25.0	24.3	40.8	34.9
2014	20.5	74.0	5.5	25.9	63.3	10.9	35.8	54.9	9.3		2014	*	*	*	20.0	65.0	15.0	19.6	42.5	37.9
8 2015	*	*	*	21.3	70.3	8.4	31.9	61.7	6.4		8 2015	*	*	*	6.3	34.4	59.4	24.0	37.6	38.4
2014	*	*	*	19.7	72.5	7.8	30.6	62.8	6.6		2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0	15.4	61.2	23.4		B 2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9		2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
											3 2015	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3
											2014	*	*	*	26.3	42.1	31.6	12.5	35.9	51.6
											4 2015	*	*	*	41.2	41.2	17.6	20.4	33.5	46.1
											2014	*	*	*	24.0	56.0	20.0	14.7	33.9	51.4
											5 2015	*	*	*	53.6	35.7	10.7	23.8	35.7	40.5
											2014	*	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8
											6 2015	*	*	*	20.8	37.5	41.7	22.8	32.2	45.0
											2014	*	*	*	13.8	24.1	62.1	16.0	37.0	47.0
											7 2015	*	*	*	16.2	35.1	48.6	14.1	31.3	54.5
											2014	*	*	*	10.0	56.7	33.3	13.3	31.9	54.9
											8 2015	*	*	*	6.3	40.6	53.1	16.9	39.0	44.0
											2014	*	*	*	17.9	48.7	33.3	17.8	35.7	46.5
											A 2015	*	*	*	17.2	24.1	58.6	22.9	32.8	44.3
											2014	*	*	*	21.4	33.3	45.2	22.2	34.3	43.5
											3 2015	*	*	*		31.6		16.5		54.6
											2014	*	*	*		47.4		10.3		63.2
											4 2015	*	*	*		35.3			28.1	
											2014	*	*	*		44.0		11.9		63.8
											5 2015		Ţ	*		35.7		16.4		53.7
											2014	*	*	*		45.0	55.0	11.4		63.6
											6 2015	*	*	*				16.8		58.6
											2014 <b>7 2015</b>	*	*	*		<b>37.8</b>			23.5	
											2014	*	*	*		20.0		10.9	21.0	66.3
											8 <b>2015</b>	*	*	*	≤5.0 <b>12.5</b>				21.0 28.8	
											2014	*	*	*		33.3			24.6	
											E 2015	*	*	*		20.7			27.7	
											2014	*	*	*					26.6	
											2014				23.0	20.2	50.0	10.0	20.0	34.3

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **North Bend Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
6		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro- expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	59	3	5.1	5	8.5	16	27.1	31	52.5	4	6.8
English/Language Arts 4	65	*	≤5.0	8	12.3	15	23.1	33	50.8	7	10.8
English/Language Arts 5	55	*	≤5.0	8	14.5	12	21.8	30	54.5	3	5.5
Mathematics 3	60	*	≤5.0	8	13.3	18	30.0	24	40.0	7	11.7
Mathematics 4	65	*	≤5.0	14	21.5	21	32.3	25	38.5	4	6.2
Mathematics 5	55	5	9.1	10	18.2	22	40.0	13	23.6	5	9.1

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	Scho	ool	County	St	tate		Scho	ol	Cou	nty	Sta	te
Attendance Rate %	2015	2014 20	15 201	4 2015	2014	Teacher Qualifications 20	15 2	2014	2015	2014	2015	2014
Elementary	≥ 95.0 ≥ 9	95.0 ≥ <b>9</b> !	<b>.0</b> ≥ 95	.0 <b>95.4</b>	95.7	% of certificates:						
Middle	*	* ≥ 9!	. <b>0</b> ≥ 95	.0 <b>95.0</b>	95.4	Standard Professional 15.	.0	19.0	21.5	24.4	27.4	27.2
High	*	* 94	. <b>1</b> 94	.4 <b>92.4</b>	92.7	Advanced Professional 80.	.0	81.0	72.2	73.9	65.2	65.5
0						Resident Teacher 0.	.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.	.0	0.0	0.4	0.1	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qual	lified	teach	ers			
Class of 2014 (4-Year Rate)	•	*	89.8	3	86.39	All Quartiles 0	0.0	0.0	4.6	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	*	91.	27	88.70		Elementary Low Poverty	*	*	2.3	1.0	2.9	3.0
						Elementary High Poverty	*	*	1.9	0.0	10.5	11.4
						Secondary Low Poverty	*	*	5.7	5.2	6.7	6.0
						Secondary High Poverty	*	*	9.1	1.3	17.7	15.7

					Secondary Low Povert Secondary High Povert			*	*	5.7 9.1	5.2 1.3	6.7 17.7	15.7						
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient % Advanced %	Alt	-MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	_ %	С	OUNT	/ %	,	STATE	%	GRADE	S	CHOOL	_ %	С	OUNTY	%	5	STATE	%
5 2015	17.8	69.9	12.3	28.3	62.2	9.5	36.7	53.9	9.5	5 2015	*	*	*	42.9	32.1	25.0	24.3	40.8	34.9
2014	21.1	66.2	12.7	25.9	63.3	10.9	35.8	54.9	9.3	2014	*	*	*	20.0	65.0	15.0	19.6	42.5	37.9
8 2015	*	*	*	21.3	70.3	8.4	31.9	61.7	6.4	8 2015	*	*	*	6.3	34.4	59.4	24.0	37.6	38.4
2014	*	*	*	19.7	72.5	7.8	30.6	62.8	6.6	2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0	15.4	61.2	23.4	В 2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9	2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
										3 2015	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3
										2014	*	*	*	26.3	42.1	31.6	12.5	35.9	51.6
										4 2015	*	*	*	41.2	41.2	17.6	20.4	33.5	46.1
										2014	*	*	*	24.0	56.0	20.0	14.7	33.9	51.4
										5 2015	*	*	*	53.6	35.7	10.7	23.8	35.7	40.5
										2014	*	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8
										6 2015	*	*	*	20.8	37.5	41.7	22.8	32.2	45.0
										2014	*	*	*	13.8	24.1	62.1	16.0	37.0	47.0
										7 2015	*	*	*	16.2	35.1	48.6	14.1	31.3	54.5
										2014	*	*	*	10.0	56.7	33.3	13.3	31.9	54.9
										8 2015	*	*	*	6.3	40.6	53.1	16.9	39.0	44.0
										2014	*	*	*	17.9	48.7	33.3	17.8	35.7	46.5
										A 2015	*	*	*	17.2	24.1	58.6	22.9	32.8	44.3
										2014	*	*	*	21.4	33.3	45.2	22.2	34.3	43.5
										3 2015	*	*	*	5.3	31.6	63.2	16.5	28.9	54.6
										2014	*	*	*	26.3	47.4	26.3	10.3	26.5	63.2
										4 2015	*	*	*	29.4	35.3	35.3	17.4	28.1	54.5
										2014	*	*	*	16.0	44.0	40.0	11.9	24.3	63.8
										5 2015	*	*	*	32.1	35.7	32.1	16.4	29.9	53.7
										2014	*	*	*	≤5.0	45.0	55.0	11.4	25.0	63.6
										6 2015	*	*	*		25.0		16.8	24.6	58.6
										2014	*	*	*		27.6		13.3	23.5	63.2
										7 2015	*	*	*		37.8		10.9		66.3
										2014	*	*	*			76.7			
										8 2015	*	*	*	12.5		78.1			
										2014	*	*	*		33.3			24.6	
										E 2015	*	*	*		20.7			27.7	
										2014	*	*	*	23.8	26.2	50.0	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **North Harford Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	59	10	16.9	9	15.3	9	15.3	28	47.5	3	5.1
English/Language Arts 4	62	*	≤5.0	5	8.1	27	43.5	19	30.6	10	16.1
English/Language Arts 5	73	*	≤5.0	5	6.8	20	27.4	46	63.0	*	≤5.0
Mathematics 3	59	5	8.5	7	11.9	21	35.6	20	33.9	6	10.2
Mathematics 4	62	*	≤5.0	14	22.6	18	29.0	23	37.1	6	9.7
Mathematics 5	73	*	≤5.0	6	8.2	28	38.4	33	45.2	4	5.5

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

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#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	Sch	nool	Co	unty	Sta	ate	S	cho	ol	Cou	nty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Qualifications 201	5 2	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	tificates:						
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	rd Professional 12.9	) ;	15.6	21.5	24.4	27.4	27.2
High	94.3	94.8	94.1	94.4	92.4	92.7	ced Professional 82.3	: :	81.3	72.2	73.9	65.2	65.5
							nt Teacher 0.0	)	0.0	0.0	0.0	1.1	0.7
							ional Teacher 1.6	;	0.0	0.4	0.1	1.5	1.0
Cohort Graduation Rate							sses NOT taught by highly quali	fied	teach	ers			
Class of 2014 (4-Year Rate)	9	93.79		89.83		86.39	uartiles 5	8	4.5	4.6	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	94.35		91.27		88.70		entary Low Poverty	*	*	2.3	1.0	2.9	3.0
							entary High Poverty	*	*	1.9	0.0	10.5	11.4
							idary Low Poverty	*	*	5.7	5.2	6.7	6.0
							idary High Poverty	*	*	9.1	1.3	17.7	15.7

												ondary Low Poverty ondary High Poverty			*	*	5.7 9.1	5.2 1.3	6.7 17.7	6.0 15.7	
												ondary riight overty					J.1	1.5	27.7	13.7	
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient %	Advanced %		Alt	-MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	- %	C	COUNTY	/ %	;	STATE	%			GRADE	S	CHOOL	_ %	С	OUNTY	%	5	STATE	%
5 2015	*	*	*	28.3	62.2	9.5	36.7	53.9	9.5			5 2015	*	*	*	42.9	32.1	25.0	24.3	40.8	34.9
2014	*	*	*	25.9	63.3	10.9	35.8	54.9	9.3			2014	*	*	*	20.0	65.0	15.0	19.6	42.5	37.9
8 2015	*	*	*	21.3	70.3	8.4	31.9	61.7	6.4			8 2015	*	*	*	6.3	34.4	59.4	24.0	37.6	38.4
2014	*	*	*	19.7	72.5	7.8	30.6	62.8	6.6			2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2
*B 2015	≤5.0	64.0	31.6	9.1	65.9	25.0	15.4	61.2	23.4			B 2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014	≤5.0	72.7	23.4	7.7	66.0	26.2	15.4	61.7	22.9			2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
												3 2015	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3
												2014	*	*	*	26.3	42.1	31.6	12.5	35.9	51.6
												4 2015	*	*	*	41.2	41.2	17.6	20.4	33.5	46.1
												2014	*	*	*	24.0	56.0	20.0	14.7	33.9	51.4
												5 2015	*	*	*	53.6	35.7	10.7	23.8	35.7	40.5
												2014	*	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8
												6 2015	*	*	*	20.8	37.5	41.7	22.8	32.2	45.0
												2014	*	*	*	13.8	24.1	62.1	16.0	37.0	47.0
												7 2015	*	*	*	16.2	35.1	48.6	14.1	31.3	54.5
												2014	*	*	*	10.0	56.7	33.3	13.3	31.9	54.9
												8 2015	*	*	*	6.3	40.6	53.1	16.9	39.0	44.0
												2014	*	*	*	17.9	48.7	33.3	17.8	35.7	46.5
												A 2015	*	*	*	17.2	24.1	58.6	22.9	32.8	44.3
												2014	*	*	*	21.4	33.3	45.2	22.2	34.3	43.5
												3 2015	*	*	*	5.3	31.6	63.2	16.5	28.9	54.6
												2014	*	*	*	26.3	47.4	26.3	10.3	26.5	63.2
												4 2015	*	*	*	29.4	35.3	35.3	17.4	28.1	54.5
												2014	*	*	*	16.0	44.0	40.0	11.9	24.3	63.8
												5 2015	*	*	*	32.1	35.7	32.1	16.4	29.9	53.7
												2014	*	*	*	≤5.0	45.0	55.0	11.4	25.0	63.6
												6 2015	*	*	*	12.5	25.0	62.5	16.8	24.6	58.6
												2014	*	*	*	6.9	27.6	65.5	13.3	23.5	63.2
												7 2015	*	*	*	13.5	37.8	48.6	10.9	22.8	66.3
												2014	*	*	*	≤5.0	20.0	76.7	12.2	21.0	66.9
												8 2015	*	*	*	12.5	9.4	78.1	13.2	28.8	58.0
												2014	*	*	*	7.7	33.3	59.0	12.6	24.6	62.8
												E 2015	*	*	*	13.8	20.7	65.5	19.0	27.7	53.3
												2014	*	*	*	23.8	26.2	50.0	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **North Harford High**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance l	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Approa expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 10	286	18	6.3	31	10.8	57	19.9	117	40.9	63	22.0
Algebra I	142	11	7.7	29	20.4	57	40.1	45	31.7	*	≤5.0
Algebra II	254	58	22.8	54	21.3	57	22.4	84	33.1	*	≤5.0

### Partnership for Assessment of Readiness for College and Careers (PARCC)

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Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	Sch	nool	Co	unty	Sta	ate	Sch	iool	Cou	nty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications 2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	≥ 95.0 ≥	≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 9.4	9.1	21.5	24.4	27.4	27.2
High	*	*	94.1	94.4	92.4	92.7	Advanced Professional 88.7	90.9	72.2	73.9	65.2	65.5
5							Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher 0.0	0.0	0.4	0.1	1.5	1.0
Cohort Graduation Rate							% of classes NOT taught by highly qualifie	d teacl	ners			
Class of 2014 (4-Year Rate)		*		89.83		86.39	All Quartiles 12.1	10.6	4.6	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	*		91.27	03.03	88.70	00.55	Elementary Low Poverty *	*	2.3	1.0	2.9	3.0
(,							Elementary High Poverty *	*	1.9	0.0	27.4 65.2 1.1 1.5 6 8.4 0 2.9 0 10.5 2 6.7	11.4
							Secondary Low Poverty *	*	5.7	5.2		6.0
							Secondary High Poverty *	*	9.1	1.3	177	15.7

												idary High Poverty			*	*	9.1	1.3	17.7	15.7	
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient %	Advanced %		Alt-	-MSA	Profi	cienc	y Levo	els			
GRADE	S	CHOOL	. %	С	OUNTY	′ %	5	STATE	%			GRADE	S	CHOOL	_ %	С	OUNTY	%	5	STATE 9	%
5 2015	*	*	*	28.3	62.2	9.5		53.9	9.5			5 2015	*	*	*		32.1			40.8	
2014	*	*	*	25.9	63.3	10.9	35.8	54.9	9.3			2014	*	*	*	20.0	65.0	15.0	19.6	42.5	37.9
8 2015	14.5	76.1	9.4	21.3	70.3	8.4	31.9	61.7	6.4			8 2015	*	*	*	6.3	34.4	59.4	24.0	37.6	38.4
2014	10.8	81.0	8.2	19.7	72.5	7.8	30.6	62.8	6.6			2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0	15.4	61.2	23.4			B 2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9			2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
												3 2015	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3
												2014	*	*	*	26.3	42.1	31.6	12.5	35.9	51.6
												4 2015	*	*	*	41.2	41.2	17.6	20.4	33.5	46.1
												2014	*	*	*	24.0	56.0	20.0	14.7	33.9	51.4
												5 2015	*	*	*	53.6	35.7	10.7	23.8	35.7	40.5
												2014	*	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8
												6 2015	*	*	*	20.8	37.5	41.7	22.8	32.2	45.0
												2014	*	*	*	13.8	24.1	62.1	16.0	37.0	47.0
												7 2015	*	*	*	16.2	35.1	48.6	14.1	31.3	54.5
												2014	*	*	*	10.0	56.7	33.3	13.3	31.9	54.9
												8 2015	*	*	*	6.3	40.6	53.1	16.9	39.0	44.0
												2014	*	*	*					35.7	
												A 2015	*	*	*	17.2	24.1	58.6	22.9	32.8	44.3
												2014	*	*	*	21.4	33.3	45.2	22.2	34.3	43.5
												3 2015	•	•	*			63.2	16.5		54.6
												2014 <b>4 2015</b>	*	*	*		47.4 <b>35.3</b>		10.3	28.1	63.2
												2014	*	*	*		44.0		11.9		63.8
												5 2015	*	*	*				16.4		53.7
												2014	*	*	*				11.4		63.6
												6 2015	*	*	*			62.5		24.6	
												2014	*	*	*					23.5	
												7 2015	*	*	*		37.8			22.8	
												2014	*	*	*		20.0			21.0	
												8 2015	*	*	*		9.4			28.8	
												2014	*	*	*	7.7	33.3			24.6	
												E 2015	*	*	*	13.8	20.7	65.5	19.0	27.7	53.3
												2014	*	*	*	23.8	26.2	50.0	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

### **North Harford Middle**

# PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
·		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	-	Appro: expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 6	330	*	≤5.0	40	12.1	93	28.2	163	49.4	30	9.1
English/Language Arts 7	318	19	6.0	35	11.0	65	20.4	130	40.9	69	21.7
English/Language Arts 8	295	*	≤5.0	40	13.6	75	25.4	128	43.4	41	13.9
Mathematics 6	330	*	≤5.0	58	17.6	115	34.8	135	40.9	20	6.1
Mathematics 7	231	*	≤5.0	60	26.0	91	39.4	72	31.2	*	≤5.0
Mathematics 8	210	19	9.0	31	14.8	44	21.0	94	44.8	22	10.5
Algebra I	175	*	≤5.0	*	≤5.0	38	21.7	114	65.1	15	8.6

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	S	chool	Co	unty	Sta	ate	S	choo	l	Cou	nty	Sta	te
Attendance Rate %	201	5 2014	2015	2014	2015	2014	Qualifications 201	5 20	)14 2	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	rtificates:						
Middle	*	*	≥ 95.0	≥ 95.0	95.0	95.4	ard Professional 15.2	20	0.0	21.5	24.4	27.4	27.2
High	≥ 95.0	≥ 95.0	94.1	94.4	92.4	92.7	iced Professional 82.6	7	7.8	72.2	73.9	65.2	65.5
S .							ent Teacher 0.0	(	0.0	0.0	0.0	1.1	0.7
							tional Teacher 0.0	(	0.0	0.4	0.1	1.5	1.0
Cohort Graduation Rate							asses NOT taught by highly quali	fied to	eache	rs			
Class of 2014 (4-Year Rate)		94.21		89.83		86.39	uartiles 10.	9	7.1	4.6	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	≥ 95.00		91.27		88.70		entary Low Poverty	*	*	2.3	1.0	2.9	3.0
							entary High Poverty	*	*	1.9	0.0	10.5	11.4
							ndary Low Poverty	*	*	5.7	5.2	6.7	6.0
							ndary High Poverty		*	9.1	1.3	17.7	15.7

											Secor	ndary High Poverty	,		*	*	9.1	1.3	17.7	15.7	,
	D.A.C	Λ D	. <b>f</b> iai a u		ala			В	asic %	Proficient %	Advanced %		۸ ا ـ	D.A.C.A	Duefi			ala.			
			oficier	-						Proficient %	Auvanceu %				Profi		•				.,
GRADE	S	CHOOL			OUNTY			STATE				GRADE	*	CHOOL *			OUNTY			STATE '	
5 2015	*	*	*			9.5		53.9	9.5			5 2015			*		32.1			40.8	
2014	*	*	*	25.9	63.3	10.9	35.8		9.3			2014	*	*	*			15.0			37.9
8 2015		*	*	21.3	70.3	8.4		61.7	6.4			8 2015			*		34.4		24.0		38.4
2014	*	*	*	19.7	72.5	7.8		62.8	6.6			2014	*	*	*			33.3		41.0	39.2
*B 2015		63.1		9.1	65.9	25.0		61.2				B 2015	*	*	*		51.7		31.8		30.6
2014	≤5.0	58.7	40.4	7.7	66.0	26.2	15.4	61.7	22.9			2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
												3 2015	*	*	*		57.9		19.3		42.3
												2014	*	*	*		42.1		12.5		51.6
												4 2015	*	*	*		41.2		20.4		46.1
												2014	*	*	*		56.0			33.9	51.4
												5 2015	*	*	*		35.7		23.8		40.5
												2014	*	*	*		80.0	≤5.0		40.3	40.8
												6 2015	*	*	*		37.5		22.8		45.0
												2014	*	*	*		24.1			37.0	47.0
												7 2015	*	*	*		35.1		14.1		54.5
												2014	*	*	*		56.7		13.3	31.9	54.9
												8 2015	*	*	*		40.6		16.9	39.0	44.0
												2014	*	*	*	17.9	48.7	33.3	17.8	35.7	46.5
												A 2015	*	*	*	17.2	24.1	58.6	22.9	32.8	44.3
												2014	*	*	*	21.4	33.3	45.2	22.2	34.3	43.5
												3 2015	*	*	*	5.3	31.6	63.2	16.5	28.9	54.6
												2014	*	*	*	26.3	47.4	26.3	10.3	26.5	63.2
												4 2015	*	*	*		35.3	35.3	17.4	28.1	54.5
												2014	*	*	*	16.0	44.0	40.0	11.9	24.3	63.8
												5 2015	*	*	*	32.1	35.7	32.1	16.4	29.9	53.7
												2014	*	*	*	≤5.0	45.0	55.0	11.4	25.0	63.6
												6 2015	*	*	*	12.5	25.0	62.5	16.8	24.6	58.6
												2014	*	*	*	6.9	27.6	65.5	13.3	23.5	63.2
												7 2015	*	*	*	13.5	37.8	48.6	10.9	22.8	66.3
												2014	*	*	*	≤5.0	20.0	76.7	12.2	21.0	66.9
												8 2015	*	*	*	12.5	9.4	78.1	13.2	28.8	58.0
												2014	*	*	*	7.7	33.3	59.0	12.6	24.6	62.8
												E 2015	*	*	*	13.8	20.7	65.5	19.0	27.7	53.3
												2014	*	*	*	23.8	26.2	50.0	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Patterson Mill High School**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
,		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Approa expect		Met expe	ectations	Excee expect	
	TESTED	expectations  Count %		Count	%	Count	%	Count	%	Count	%
English/Language Arts 10	216	*	≤5.0	15	6.9	34	15.7	108	50.0	55	25.5
Algebra I	76	*	≤5.0	26	34.2	36	47.4	12	15.8	*	≤5.0
Algebra II	215	23	10.7	60	27.9	64	29.8	65	30.2	*	≤5.0

### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

### **PARCC Performance Level Descriptors (PLD)**

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

23.8 26.2 50.0 18.8 26.6 54.5

Science

	Sc	chool	Co	unty	Sta	ate		Sch	ool	Cou	nty	Sta	te
Attendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications	2015	2014	2015	2014	2015	2014
Elementary	*	*	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	≥ 95.0	≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional	8.3	23.1	21.5	24.4	27.4	27.2
High	*	*	94.1	94.4	92.4	92.7	Advanced Professional	88.9	76.9	72.2	73.9	65.2	65.5
							Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher	0.0	0.0	0.4	0.1	1.5	27.2 65.5 0.7 1.0 7.6 3.0 11.4 6.0
Cohort Graduation Rate							% of classes NOT taught by highly o	qualifie	d teach	ers			
Class of 2014 (4-Year Rate)		*		89.83		86.39	All Quartiles	4.2	3.5	4.6	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	*		91.27		88.70		Elementary Low Poverty	*	*	2.3	1.0	2.9	3.0
,,							Elementary High Poverty	*	*	1.9	0.0	27.4 65.2 1.1 1.5 8.4 2.9 10.5 6.7	11.4
							Secondary Low Poverty	*	*	5.7	5.2	6.7	6.0
							Secondary High Poverty	*	*	9.1	1.3	177	1 1 7

											Secondary Low Poverty Secondary High Poverty			*	*	5.7 9.1	1.3	6.7 17.7	6.0 15.7	
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient % Adva	nced %	Alt-	MSA	Profi	cienc	y Leve	els			
GRADE	S	CHOOL	. %	С	OUNTY	′ %	;	STATE '	%		GRADE	S	CHOOL	_ %	С	OUNTY	%	5	STATE	%
5 2015	*	*	*	28.3	62.2	9.5	36.7	53.9	9.5		5 2015	*	*	*	42.9	32.1	25.0	24.3	40.8	34.9
2014	*	*	*	25.9	63.3	10.9	35.8	54.9	9.3		2014	*	*	*	20.0	65.0	15.0	19.6	42.5	37.9
8 2015	6.5	76.3	17.2	21.3	70.3	8.4	31.9	61.7	6.4		8 2015	*	*	*	6.3	34.4	59.4	24.0	37.6	38.4
2014	7.8	78.3	13.9	19.7	72.5	7.8	30.6	62.8	6.6		2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0	15.4	61.2	23.4		B 2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9		2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
											3 2015	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3
											2014	*	*	*	26.3	42.1	31.6	12.5	35.9	51.6
											4 2015	*	*	*	41.2	41.2	17.6	20.4	33.5	46.1
											2014	*	*	*	24.0	56.0	20.0	14.7	33.9	51.4
											5 2015	*	*	*	53.6	35.7	10.7	23.8	35.7	40.5
											2014	*	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8
											6 2015	*	*	*	20.8	37.5	41.7	22.8	32.2	45.0
											2014	*	*	*	13.8	24.1	62.1	16.0	37.0	47.0
											7 2015	*	*	*	16.2	35.1	48.6	14.1	31.3	54.5
											2014	*	*	*	10.0	56.7	33.3	13.3	31.9	54.9
											8 2015	*	*	*	6.3	40.6	53.1	16.9	39.0	44.0
											2014	*	*	*	17.9	48.7	33.3	17.8	35.7	46.5
											A 2015	*	*	*	17.2	24.1	58.6	22.9	32.8	44.3
											2014	*	*	*	21.4	33.3	45.2	22.2	34.3	43.5
											3 2015	*	*	*	5.3	31.6	63.2	16.5	28.9	54.6
											2014	*	*	*	26.3	47.4	26.3	10.3	26.5	63.2
											4 2015	*	*	*	29.4	35.3	35.3	17.4	28.1	54.5
											2014	*	*	*	16.0	44.0	40.0	11.9	24.3	63.8
											5 2015	*	*	*	32.1	35.7	32.1	16.4	29.9	53.7
											2014	*	*	*	≤5.0	45.0	55.0	11.4	25.0	63.6
											6 2015	*	*	*	12.5	25.0	62.5	16.8	24.6	58.6
											2014	*	*	*	6.9	27.6	65.5	13.3	23.5	63.2
											7 2015	*	*	*	13.5	37.8	48.6	10.9	22.8	66.3
											2014	*	*	*	≤5.0	20.0	76.7	12.2	21.0	66.9
											8 2015	*	*	*	12.5	9.4	78.1	13.2	28.8	58.0
											2014	*	*	*	7.7	33.3	59.0	12.6	24.6	62.8
											E 2015	*	*	*	13.8	20.7	65.5	19.0	27.7	53.3

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

### **Patterson Mill Middle School**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro: expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 6	216	*	≤5.0	19	8.8	49	22.7	121	56.0	22	10.2
English/Language Arts 7	221	*	≤5.0	*	≤5.0	54	24.4	96	43.4	57	25.8
English/Language Arts 8	213	*	≤5.0	*	≤5.0	43	20.2	116	54.5	47	22.1
Mathematics 6	214	*	≤5.0	29	13.6	77	36.0	90	42.1	13	6.1
Mathematics 7	158	*	≤5.0	28	17.7	78	49.4	49	31.0	*	≤5.0
Mathematics 8	152	*	≤5.0	19	12.5	33	21.7	71	46.7	i.7 22	
Algebra I	126	*	≤5.0	*	≤5.0	23	18.3	88	69.8	11	8.7

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	Sta	ate	9	School	Co	ounty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 203	15 20	14 2015	2014	2015	2014
Elementary	<b>≥ 95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 21.4	4 23	3.3 <b>21.</b> !	24.4	27.4	27.2
High	* *	94.1	94.4	92.4	92.7	Advanced Professional 78.6	5 73	3.3 <b>72.</b> 3	73.9	65.2	65.5
						Resident Teacher 0.0	) (	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	) (	0.0 <b>0.</b> 4	0.1	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly quali	ified to	achers			
Class of 2014 (4-Year Rate)	*		89.83		86.39	All Quartiles 0	.0	0.0 4	<b>.6</b> 4.6	8.4	7.6
Class of 2014 (5-Year Rate)	*	91.27		88.70		Elementary Low Poverty	*	* 2	.3 1.0	2.9	3.0
						Elementary High Poverty	*	* 1	<b>.9</b> 0.0	10.5	11.4
						Secondary Low Poverty	*	* 5	<b>.7</b> 5.2	2 6.7	6.0
						Secondary High Poverty	*	* 0	.1 1.3	17.7	15.7

											Secondary Low Poverty Secondary High Poverty			*	*	5.7 9.1	5.2 1.3	6.7 17.7	6.0 15.7	
											, , ,									
	MS	A Pro	ficier	ncy Le	vels			В	asic %	Proficient % Advance	ed %	Alt-	-MSA	Profi	cienc	y Leve	els			
GRADE	S	CHOOL	. %	С	OUNTY	/ %	,	STATE	%		GRADE	S	CHOOL	_ %	С	OUNTY	%	5	STATE S	%
5 2015	21.1	65.6	13.3	28.3	62.2	9.5	36.7	53.9	9.5		5 2015	*	*	*	42.9	32.1	25.0	24.3	40.8	34.9
2014	15.8	71.3	12.9	25.9	63.3	10.9	35.8	54.9	9.3		2014	*	*	*	20.0	65.0	15.0	19.6	42.5	37.9
8 2015	*	*	*	21.3	70.3	8.4	31.9	61.7	6.4		8 2015	*	*	*	6.3	34.4	59.4	24.0	37.6	38.4
2014	*	*	*	19.7	72.5	7.8	30.6	62.8	6.6		2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0	15.4	61.2	23.4		В 2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9		2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
											3 2015	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3
											2014	*	*	*	26.3	42.1	31.6	12.5	35.9	51.6
											4 2015	*	*	*	41.2	41.2	17.6	20.4	33.5	46.1
											2014	*	*	*	24.0	56.0	20.0	14.7	33.9	51.4
											5 2015	*	*	*	53.6	35.7	10.7	23.8	35.7	40.5
											2014	*	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8
											6 2015	*	*	*	20.8	37.5	41.7	22.8	32.2	45.0
											2014	*	*	*	13.8	24.1	62.1	16.0	37.0	47.0
											7 2015	*	*	*	16.2	35.1	48.6	14.1	31.3	54.5
											2014	*	*	*	10.0	56.7	33.3	13.3	31.9	54.9
											8 2015	*	*	*	6.3	40.6	53.1	16.9	39.0	44.0
											2014	*	*	*	17.9	48.7	33.3	17.8	35.7	46.5
											A 2015	*	*	*	17.2	24.1	58.6	22.9	32.8	44.3
											2014	*	*	*	21.4	33.3	45.2	22.2	34.3	43.5
											3 2015	*	*	*		31.6		16.5		54.6
											2014	*	*	*		47.4		10.3		63.2
											4 2015	*	*	*		35.3			28.1	
											2014	*	*	*		44.0		11.9		63.8
											5 2015	*	*	*		35.7		16.4		53.7
											2014	*	*	*		45.0	55.0	11.4		63.6
											6 2015	<b>.</b>	·					16.8		58.6
											2014	•	•					13.3		
											7 2015	*	*	*		<b>37.8</b>		10.9		66.3
											2014	*	*	*		20.0		12.2		
											8 2015	*	*	*	12.5			13.2		
											2014 E 2015	*	*	*		33.3 <b>20.7</b>		12.6 <b>19.0</b>		
											2014	*	*	*				18.8		
											2014				23.8	20.2	30.0	10.0	20.0	34.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Prospect Mill Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
6		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro- expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	96	5	5.2	*	≤5.0	16	16.7	49	51.0	22	22.9
English/Language Arts 4	84	*	≤5.0	*	≤5.0	19	22.6	41	48.8	20	23.8
English/Language Arts 5	90	*	≤5.0	*	≤5.0	23	25.6	59	65.6	*	≤5.0
Mathematics 3	97	5	5.2	9	9.3	26	26.8	49	50.5	8	8.2
Mathematics 4	84	*	≤5.0	11	13.1	25	29.8	41	48.8	5	6.0
Mathematics 5	92	*	≤5.0	5	5.4	27	29.3	47	51.1	10	10.9

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

•	School		untv		ate	Sci	hool	Cou	ntv	Sta	to
ttendance Rate %	2015 2014		,	2015	2014	Teacher Qualifications 2015		2015	2014	2015	2014
Elementary	≥ <b>95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 29.7	35.1	21.5	24.4	27.4	27.2
High	* *	94.1	94.4	92.4	92.7	Advanced Professional 59.5	64.9	72.2	73.9	65.2	65.5
5						Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	0.0	0.4	0.1	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualifi	ed teac	hers			
Class of 2014 (4-Year Rate)	*		89.83		86.39	All Quartiles 10.3	7.7	4.6	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	*	91.27	03.03	88.70	00.55	Elementary Low Poverty *	3	2.3	1.0	2.9	3.0
(, , , , , , , , , , , , , , , , , , ,						Elementary High Poverty *	,	1.9	0.0	10.5	11.4
						Secondary Low Poverty *	,	5.7	5.2	6.7	6.0
						Secondary High Poverty *	,	9.1	1.3	17.7	15.7

										Secondary High Pover	•		*	*	9.1	1.3	17.7	15.7	7
	MS	A Pro	oficier	ncv Le	evels			В	asic %	Proficient % Advanced %	Alt	t-MSA	\ Profi	cienc	v Lev	els			
GRADE		CHOOL		•	OUNTY	<i>(</i> %	,	STATE		GRADE		SCHOOL			OUNTY		ç	STATE	%
5 2015	20.5				62.2			53.9	9.5	5 201		*	*		32.1			40.8	
2014	16.5	74.4	9.1	25.9	63.3	10.9	35.8	54.9	9.3	2014	*	*	*	20.0	65.0	15.0	19.6	42.5	37.9
8 2015	*	*	*	21.3	70.3	8.4	31.9	61.7	6.4	8 2019	*	*	*	6.3	34.4	59.4	24.0	37.6	38.4
2014	*	*	*	19.7	72.5	7.8	30.6	62.8	6.6	2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0	15.4	61.2	23.4	В 2011	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9	2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
										3 201	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3
										2014	*	*	*	26.3	42.1	31.6	12.5	35.9	51.6
										4 2019	*	*	*	41.2	41.2	17.6	20.4	33.5	46.1
										2014	*	*	*	24.0	56.0	20.0	14.7	33.9	51.4
										5 201	*	*	*	53.6	35.7	10.7	23.8	35.7	40.5
										2014	*	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8
										6 201	*	*	*		37.5			32.2	45.0
										2014		*	*		24.1				47.0
										7 201		*	*		35.1		14.1		54.5
										2014		*	*		56.7				54.9
										8 201		*	*			53.1	16.9		44.0
										2014		*	*		48.7		17.8		
										A 201			*		24.1		22.9		44.3
										2014				21.4	33.3	45.2	22.2	34.3	43.5
										3 201	*	*	*	5.3	31.6	63.2	16.5	28.0	54.6
										201		*	*		47.4		10.3		63.2
										4 201		*	*		35.3			28.1	
										2014		*	*		44.0		11.9		63.8
										5 201		*	*		35.7	32.1	16.4		53.7
										2014	*	*	*	≤5.0	45.0	55.0	11.4	25.0	63.6
										6 201	*	*	*	12.5	25.0	62.5	16.8	24.6	58.6
										2014	*	*	*	6.9	27.6	65.5	13.3	23.5	63.2
										7 201	*	*	*	13.5	37.8	48.6	10.9	22.8	66.3
										2014	*	*	*	≤5.0	20.0	76.7	12.2	21.0	66.9
										8 2019	*	*	*	12.5	9.4	78.1	13.2	28.8	58.0
										2014	*	*	*	7.7	33.3	59.0	12.6	24.6	62.8
										E 201	*	*	*	13.8	20.7	65.5	19.0	27.7	53.3
										2014	*	*	*	23.8	26.2	50.0	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Red Pump Elementary School**

# PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro- expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	120	12	10.0	10	8.3	25	20.8	60	50.0	13	10.8
English/Language Arts 4	123	*	≤5.0	*	≤5.0	25	20.3	62	50.4	27	22.0
English/Language Arts 5	122	*	≤5.0	11	9.0	29	23.8	63	51.6	13	10.7
Mathematics 3	120	10	8.3	11	9.2	22	18.3	62	51.7	15	12.5
Mathematics 4	124	*	≤5.0	12	9.7	37	29.8	65	52.4	7	5.6
Mathematics 5	122	*	≤5.0	15	12.3	44	36.1	55	45.1	*	≤5.0

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

King ractory	School		unty	C+	ate	Sel	nool	Cou	ntv	Sta	to
Attendance Rate %	2015 2014		•	2015	2014		2014	2015	2014		2014
Elementary	≥ <b>95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 17.9	25.0	21.5	24.4	27.4	27.2
High	* *	94.1	94.4	92.4	92.7	Advanced Professional 82.1	75.0	72.2	73.9	65.2	65.5
		J	5			Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	0.0	0.4	0.1	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualifie	ed teach	ners			
Class of 2014 (4-Year Rate)	*		89.83		86.39	All Quartiles 0.0	0.0	4.6	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	*	91.27	05.05	88.70	00.00	Elementary Low Poverty *	*	2.3	1.0	2.9	3.0
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,						Elementary High Poverty *	*	1.9	0.0	10.5	11.4
						Secondary Low Poverty *	*	5.7	5.2	6.7	6.0
						Secondary High Poverty *	*	9.1	1.3	17.7	

										Secondary Low Povert Secondary High Povert			*	*	5.7 9.1	5.2 1.3	6.7 17.7	15.7	
											-								
	MS	A Pro	oficier	ncy Le	vels			В	Basic %	Proficient % Advanced %	Alt	-MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	. %	С	OUNT	/ %	,	STATE	%	GRADE	S	CHOOL	_ %	С	OUNTY	%	5	STATE	%
5 2015	11.9	71.6	16.5	28.3	62.2	9.5	36.7	53.9	9.5	5 2015	*	*	*	42.9	32.1	25.0	24.3	40.8	34.9
2014	14.8	67.0	18.2	25.9	63.3	10.9	35.8	54.9	9.3	2014	*	*	*	20.0	65.0	15.0	19.6	42.5	37.9
8 2015	*	*	*	21.3	70.3	8.4	31.9	61.7	6.4	8 2015	*	*	*	6.3	34.4	59.4	24.0	37.6	38.4
2014	*	*	*	19.7	72.5	7.8	30.6	62.8	6.6	2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0	15.4	61.2	23.4	B 2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9	2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
										3 2015	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3
										2014	*	*	*	26.3	42.1	31.6	12.5	35.9	51.6
										4 2015	*	*	*	41.2	41.2	17.6	20.4	33.5	46.1
										2014	*	*	*	24.0	56.0	20.0	14.7	33.9	51.4
										5 2015	*	*	*	53.6	35.7	10.7	23.8	35.7	40.5
										2014	*	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8
										6 2015	*	*	*	20.8	37.5	41.7	22.8	32.2	45.0
										2014	*	*	*	13.8	24.1	62.1	16.0	37.0	47.0
										7 2015	*	*	*	16.2	35.1	48.6	14.1	31.3	54.5
										2014	*	*	*	10.0	56.7	33.3	13.3	31.9	54.9
										8 2015	*	*	*	6.3	40.6	53.1	16.9	39.0	44.0
										2014	*	*	*	17.9	48.7	33.3	17.8	35.7	46.5
										A 2015	*	*	*	17.2	24.1	58.6	22.9	32.8	44.3
										2014	*	*	*	21.4	33.3	45.2	22.2	34.3	43.5
										3 2015	*	*	*	5.3	31.6	63.2	16.5	28.9	54.6
										2014	*	*	*	26.3	47.4	26.3	10.3	26.5	63.2
										4 2015	*	*	*	29.4	35.3	35.3	17.4	28.1	54.5
										2014	*	*	*	16.0	44.0	40.0	11.9	24.3	63.8
										5 2015	*	*	*	32.1	35.7	32.1	16.4	29.9	53.7
										2014	*	*	*	≤5.0	45.0	55.0	11.4	25.0	63.6
										6 2015	*	*	*	12.5	25.0	62.5	16.8	24.6	58.6
										2014	*	*	*	6.9	27.6	65.5	13.3	23.5	63.2
										7 2015	*	*	*	13.5	37.8	48.6	10.9	22.8	66.3
										2014	*	*	*	≤5.0	20.0	76.7	12.2	21.0	66.9
										8 2015	*	*	*	12.5	9.4	78.1	13.2	28.8	58.0
										2014	*	*	*	7.7	33.3	59.0	12.6	24.6	62.8
										E 2015	*	*	*	13.8	20.7	65.5	19.0	27.7	53.3
										2014	*	*	*	23.8	26.2	50.0	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Ring Factory Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
6		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro- expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	86	*	≤5.0	*	≤5.0	*	≤5.0	60	69.8	18	20.9
English/Language Arts 4	97	*	≤5.0	5	5.2	18	18.6	50	51.5	23	23.7
English/Language Arts 5	109	*	≤5.0	8	7.3	22	20.2	67	61.5	9	8.3
Mathematics 3	86	*	≤5.0	*	≤5.0	13	15.1	45	52.3	23	26.7
Mathematics 4	98	*	≤5.0	14	14.3	28	28.6	51	52.0	*	≤5.0
Mathematics 5	109	*	≤5.0	20	18.3	26	23.9	45	41.3	13	11.9

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	Sta	ate	S	choo	ı	Cou	nty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 201	5 2	014	2015	2014	2015	2014
Elementary	≥ <b>95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 36.0	3	6.0	21.5	24.4	27.4	27.2
High	* *	94.1	94.4	92.4	92.7	Advanced Professional 60.0	6	4.0	72.2	73.9	65.2	65.5
3						Resident Teacher 0.0		0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0		0.0	0.4	0.1	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualif	fied t	eache	ers			
Class of 2014 (4-Year Rate)	*		89.83		86.39	All Quartiles 0.	0	0.0	4.6	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	*	91.27		88.70		Elementary Low Poverty	*	*	2.3	1.0	2.9	3.0
						Elementary High Poverty	*	*	1.9	0.0	10.5	11.4
						Secondary Low Poverty	*	*	5.7	5.2	6.7	6.0
						Secondary High Poverty	*	*	9.1	1.3	17.7	15.7

											ary High Poverty			*	*	9.1	1.3	17.7	15.7	
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient % Advanced %		Alt-	-MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	. %	С	OUNTY	/ %	;	STATE	%		GRADE	S	CHOOL	_ %	С	OUNTY	%	5	STATE 9	%
5 2015	45.0	55.0	≤5.0	28.3	62.2	9.5	36.7	53.9	9.5		5 2015	*	*	*	42.9	32.1	25.0	24.3	40.8	34.9
2014	53.9	44.7		25.9	63.3	10.9	35.8	54.9	9.3		2014	*	*	*	20.0	65.0	15.0	19.6	42.5	37.9
8 2015	*	*	*	21.3	70.3	8.4	31.9	61.7	6.4		8 2015	*	*	*	6.3	34.4	59.4	24.0	37.6	38.4
2014	*	*	*	19.7	72.5	7.8	30.6	62.8	6.6		2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0	15.4	61.2	23.4		B 2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9		2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
											3 2015	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3
											2014	*	*	*		42.1		12.5	35.9	51.6
											4 2015	*	*	*	41.2	41.2	17.6	20.4	33.5	46.1
											2014	*	*	*	24.0	56.0	20.0	14.7		51.4
											5 2015	*	*	*		35.7			35.7	40.5
											2014	*	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8
											6 2015	*	*	*		37.5			32.2	45.0
											2014	*	*	*		24.1			37.0	47.0
											7 2015	*	*	*		35.1			31.3	54.5
											2014	*	*	*		56.7		13.3		54.9
											8 2015	*	*	*		40.6		16.9		44.0
											2014	*	*	*			33.3		35.7	
											A 2015	*	*	*		24.1		22.9		44.3
											2014	*	*	*	21.4	33.3	45.2	22.2	34.3	43.5
											3 2015	*	*	*		31.6		16.5		54.6
											2014	*	*	*		47.4				63.2
											4 2015	*	*	*		35.3			28.1	
											2014	*	*	*		44.0	40.0			63.8
											5 2015	*	*	*		35.7		16.4		53.7
											2014	*	*	*		45.0	55.0	11.4		63.6
											6 2015	*	*	*		25.0			24.6	
											2014	*	*	*					23.5	
											7 2015	*	*	*		37.8			22.8	
											2014	*	*	*		20.0			21.0	
											8 2015	*	*	*					28.8	
											2014	*	*	*		33.3			24.6	
											E 2015	*	*	*	13.8	20.7	65.5	19.0	27.7	53.3

2014 \* \* \* 23.8 26.2 50.0 18.8 26.6 54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Riverside Elementary**

# PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro- expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	63	10	15.9	14	22.2	15	23.8	22	34.9	*	≤5.0
English/Language Arts 4	71	4	5.6	14	19.7	28	39.4	23	32.4	*	≤5.0
English/Language Arts 5	80	*	≤5.0	21	26.3	24	30.0	32	40.0	*	≤5.0
Mathematics 3	64	9	14.1	16	25.0	24	37.5	14	21.9	*	≤5.0
Mathematics 4	71	10	14.1	25	35.2	24	33.8	11	15.5	*	≤5.0
Mathematics 5	80	6	7.5	33	41.3	21	26.3	19	23.8	*	≤5.0

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

\* **\*** 23.8 26.2 50.0 18.8 26.6 54.5

	School	Co	unty	Sta	ate	S	Scho	ol	Cou	nty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 201	15 2	2014	2015	2014	2015	2014
Elementary	≥ <b>95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 53.6	6 !	52.0	21.5	24.4	27.4	27.2
High	* *	94.1	94.4	92.4	92.7	Advanced Professional 35.7	7 .	44.0	72.2	73.9	65.2	65.5
5						Resident Teacher 0.0	0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	0	0.0	0.4	0.1	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly quali	ified	teach	ers			
Class of 2014 (4-Year Rate)	*		89.83		86.39	All Quartiles 3.	.5	3.8	4.6	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	*	91.27		88.70		Elementary Low Poverty	*	*	2.3	1.0	2.9	3.0
						Elementary High Poverty	*	*	1.9	0.0	10.5	11.4
						Secondary Low Poverty	*	*	5.7	5.2	6.7	6.0
						Secondary High Poverty	*	*	9.1	1.3	17.7	15.7

										Secondary Hig	,			*	*	9.1	1.3	17.7	15.7	
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient % Advanced %		Alt-	-MSA	Profi	cienc	y Lev	els			
GRADE		CHOOL	. %		OUNTY		:	STATE	%	(	GRADE	S	CHOOL	_ %		OUNTY			STATE 9	
5 2015			≤5.0		62.2			53.9	9.5		5 2015	*	*	*		32.1			40.8	
2014		53.2	5.1		63.3			54.9	9.3		2014	*	*	*		65.0			42.5	
8 2015	*	*	*		70.3			61.7	6.4		8 2015	*	*	*		34.4			37.6	
2014	*	*	*	19.7	72.5	7.8	30.6	62.8	6.6		2014	*	*	*		48.7	33.3		41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0		61.2			B 2015	*	*	*		51.7			37.5	
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9		2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
											3 2015	*	*	*		57.9			38.4	
											2014	*	*	*		42.1		12.5		51.6
											4 2015	*	*	*		41.2		20.4		46.1
											2014	•	*	*		56.0		14.7		51.4
											5 2015	*	*	*		35.7			35.7	
											2014	*	*	*		80.0 <b>37.5</b>		18.9		40.8
											<b>6 2015</b> 2014	*	*	*		24.1			<b>32.2</b> 37.0	<b>45.0</b> 47.0
											7 2015	*	*	*		35.1			31.3	
											2014	*	*	*		56.7		13.3		54.9
											8 2015	*	*	*		40.6		16.9		44.0
											2014	*	*	*			33.3		35.7	
											A 2015	*	*	*		24.1		22.9		44.3
											2014	*	*	*		33.3			34.3	
											3 2015	*	*	*	5.3	31.6	63.2	16.5	28.9	54.6
											2014	*	*	*	26.3	47.4	26.3	10.3	26.5	63.2
											4 2015	*	*	*	29.4	35.3	35.3	17.4	28.1	54.5
											2014	*	*	*	16.0	44.0	40.0	11.9	24.3	63.8
											5 2015	*	*	*	32.1	35.7	32.1	16.4	29.9	53.7
											2014	*	*	*	≤5.0	45.0	55.0	11.4	25.0	63.6
											6 2015	*	*	*	12.5	25.0	62.5	16.8	24.6	58.6
											2014	*	*	*	6.9	27.6	65.5	13.3	23.5	63.2
											7 2015	*	*	*	13.5	37.8	48.6	10.9	22.8	66.3
											2014	*	*	*	≤5.0	20.0	76.7	12.2	21.0	66.9
											8 2015	*	*	*	12.5	9.4	78.1	13.2	28.8	58.0
											2014	*	*	*	7.7	33.3	59.0	12.6	24.6	62.8
											E 2015	*	*	*	13.8	20.7	65.5	19.0	27.7	53.3

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Roye-Williams Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro: expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	85	13	15.3	14	16.5	19	22.4	35	41.2	*	≤5.0
English/Language Arts 4	81	7	8.6	13	16.0	20	24.7	33	40.7	8	9.9
English/Language Arts 5	77	7	9.1	11	14.3	21	27.3	34	44.2	4	5.2
Mathematics 3	85	6	7.1	25	29.4	24	28.2	21	24.7	9	10.6
Mathematics 4	81	9	11.1	25	30.9	22	27.2	24	29.6	*	≤5.0
Mathematics 5	77	7	9.1	17	22.1	22	28.6	31	40.3	*	≤5.0

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	Sta	ate	Sc	hool	Cou	inty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 2015	201	2015	2014	2015	2014
Elementary	* *	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:					
Middle	≥ <b>95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 10.9	12.	21.5	24.4	27.4	27.2
High	* *	94.1	94.4	92.4	92.7	Advanced Professional 82.8	87.3	72.2	73.9	65.2	65.5
						Resident Teacher 0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	0.0	0.4	0.1	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly qualifi	ed tea	chers			
Class of 2014 (4-Year Rate)	*		89.83		86.39	All Quartiles 9.2	12	.0 <b>4.6</b>	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	*	91.27		88.70		Elementary Low Poverty *		* 2.3	1.0	2.9	3.0
						Elementary High Poverty *		* 1.9	0.0	10.5	11.4
						Secondary Low Poverty *	:	* 5.7	5.2	6.7	6.0
						Secondary High Poverty *		* 9.1	. 1.3	17.7	15.7

											Secor	ndary High Poverty	,		*	*	9.1	1.3	17.7	15.7	,
	MS	ΔPro	oficier	ncv I e	vels			В	asic %	Proficient %	Advanced %		Δl <del>t</del> .	-MSA	\ Profi	cienc	v I ev	alc			
GRADE		CHOOL		•	OUNTY	<i>,</i> 0/		STATE		Trondicite /d	/ tavarioca /s	GRADE		CHOOL			OUNTY			STATE	0/
5 2015	*	*	. 70			9.5		53.9	% 9.5			5 2015	*	*	- <sup>70</sup>		32.1			40.8	
2014	*	*	*	25.9	63.3	10.9	35.8		9.3			2014	*	*	*			15.0			37.9
8 2015	9.9	78.9	11.1		70.3	8.4		61.7	6.4			8 2015	*	*	*		34.4		24.0		38.4
2014	10.2		15.2		72.5	7.8		62.8	6.6			2014	*	*	*			33.3		41.0	39.2
*B 2015	*	*	*	9.1		25.0		61.2				B 2015	*	*	*		51.7	31.0	31.8		30.6
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9			2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
												3 2015	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3
												2014	*	*	*	26.3	42.1	31.6	12.5	35.9	51.6
												4 2015	*	*	*	41.2	41.2	17.6	20.4	33.5	46.1
												2014	*	*	*	24.0	56.0	20.0	14.7	33.9	51.4
												5 2015	*	*	*	53.6	35.7	10.7	23.8	35.7	40.5
												2014	*	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8
												6 2015	*	*	*	20.8	37.5	41.7	22.8	32.2	45.0
												2014	*	*	*	13.8	24.1	62.1	16.0	37.0	47.0
												7 2015	*	*	*	16.2	35.1	48.6	14.1	31.3	54.5
												2014	*	*	*	10.0	56.7	33.3	13.3	31.9	54.9
												8 2015	*	*	*	6.3	40.6	53.1	16.9	39.0	44.0
												2014	*	*	*	17.9	48.7	33.3	17.8	35.7	46.5
												A 2015	*	*	*		24.1		22.9		44.3
												2014	*	*	*	21.4	33.3	45.2	22.2	34.3	43.5
												3 2015	*	*	*		31.6		16.5		54.6
												2014	*	*	*		47.4		10.3		63.2
												<b>4 2015</b> 2014	*	*	*		<b>35.3</b> 44.0	40.0	<b>17.4</b> 11.9		63.8
												5 <b>2015</b>	*	*	*		<b>35.7</b>		11.9 16.4		53.7
												2014	*	*	*		45.0	55.0		25.0	63.6
												6 2015	*	*	*		25.0		16.8		<b>58.6</b>
												2014	*	*	*			65.5			
												7 2015	*	*	*		37.8		10.9		66.3
												2014	*	*	*			76.7			
												8 2015	*	*	*			78.1			
												2014	*	*	*	7.7	33.3	59.0	12.6	24.6	62.8
												E 2015	*	*	*	13.8	20.7	65.5	19.0	27.7	53.3
												2014	*	*	*	23.8	26.2	50.0	18.8	26.6	54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **Southampton Middle**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Appro: expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 6	373	*	≤5.0	29	7.8	91	24.4	201	53.9	49	13.1
English/Language Arts 7	427	23	5.4	32	7.5	108	25.3	190	44.5	74	17.3
English/Language Arts 8	417	*	≤5.0	30	7.2	115	27.6	217	52.0	43	10.3
Mathematics 6	373	*	≤5.0	54	14.5	101	27.1	169	45.3	39	10.5
Mathematics 7	289	*	≤5.0	58	20.1	141	48.8	78	27.0	*	≤5.0
Mathematics 8	289	22	7.6	61	21.1	66	22.8	112	38.8	28	9.7
Algebra I	268	*	≤5.0	*	≤5.0	73	27.2	188	70.1	*	≤5.0

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

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#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

23.8 26.2 50.0 18.8 26.6 54.5

	Scl	hool	Cou	unty	Sta	ate		Scl	hool	Cou	inty	Sta	ite
ttendance Rate %	2015	2014	2015	2014	2015	2014	Teacher Qualifications	2015	2014	2015	2014	2015	2014
Elementary	94.7	≥ 95.0 ≥	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	*	* ≥	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional	47.5	38.5	21.5	24.4	27.4	27.2
High	*	*	94.1	94.4	92.4	92.7	Advanced Professional	47.5	61.5	72.2	73.9	65.2	65.5
5							Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
							Conditional Teacher	0.0	0.0	0.4	0.1	1.5	1.0
ohort Graduation Rate							% of classes NOT taught b	/ highly qualific	ed teach	ners	-		
Class of 2014 (4-Year Rate)		*		89.83		86.39	% of classes NOT taught b  All Quartiles	y highly qualific	ed teach	ners 4.6	4.6	8.4	<b>1</b> 7.6
Class of 2014 (4-Year Rate)	*	*	91.27	89.83	88.70	86.39	% of classes NOT taught b  All Quartiles Elementary Low Poverty	y highly qualifi 0.0 *	0.0	ners 4.6 2.3	4.6 3 1.0	8.4 2.9	7.6 3 3.0
ohort Graduation Rate Class of 2014 (4-Year Rate) Class of 2014 (5-Year Rate)	*	*	91.27	89.83	88.70	86.39	% of classes NOT taught b  All Quartiles	y highly qualifi 0.0 * *	0.0 *	ners 4.6	4.6 3 1.0	8.4 2.9	7.6 3 3.0
Class of 2014 (4-Year Rate)	*	*	91.27	89.83	88.70	86.39	% of classes NOT taught b  All Quartiles Elementary Low Poverty	y highly qualifi 0.0 *	0.0 *	ners 4.6 2.3	6 4.6 3 1.0 0 0.0	8.4 2.9 10.5	7.6 3.0 5 11.4

											Secon	dary Low Poverty	,		*	*	5.7	5.2	6.7	6.0	
											Secon	dary High Poverty			*	*	9.1	1.3	17.7	15.7	<u>'</u>
	MS	SA Pro	oficier	ncy Le	vels			В	asic %	Proficient %	Advanced %		Alt	-MSA	Profi	icienc	y Lev	els			
GRADE	S	CHOOL	_ %	С	OUNTY	′ %	,	STATE '	%			GRADE	S	CHOOL	- %	С	OUNTY	%	5	STATE	%
5 2015	51.4	44.9	≤5.0	28.3	62.2	9.5	36.7	53.9	9.5			5 2015	*	*	*	42.9	32.1	25.0	24.3	40.8	34.9
2014	52.8	39.8	7.4	25.9	63.3	10.9	35.8	54.9	9.3			2014	*	*	*	20.0	65.0	15.0	19.6	42.5	37.9
8 2015	*	*	*	21.3	70.3	8.4	31.9	61.7	6.4			8 2015	*	*	*	6.3	34.4	59.4	24.0	37.6	38.4
2014	*	*	*	19.7	72.5	7.8	30.6	62.8	6.6			2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0	15.4	61.2	23.4			B 2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9			2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
												3 2015	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3
												2014	*	*	*	26.3	42.1	31.6	12.5	35.9	51.6
												4 2015	*	*	*	41.2	41.2	17.6	20.4	33.5	46.1
												2014	*	*	*	24.0	56.0	20.0	14.7	33.9	51.4
												5 2015	*	*	*	53.6	35.7	10.7	23.8	35.7	40.5
												2014	*	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8
												6 2015	*	*	*	20.8	37.5	41.7	22.8	32.2	45.0
												2014	*	*	*	13.8	24.1	62.1	16.0	37.0	47.0
												7 2015	*	*	*	16.2	35.1	48.6	14.1	31.3	54.5
												2014	*	*	*	10.0	56.7	33.3	13.3	31.9	54.9
												8 2015	*	*	*	6.3	40.6	53.1	16.9	39.0	44.0
												2014	*	*	*	17.9	48.7	33.3	17.8	35.7	46.5
												A 2015	*	*	*	17.2	24.1	58.6	22.9	32.8	44.3
												2014	*	*	*	21.4	33.3	45.2	22.2	34.3	43.5
												'									
												3 2015	*	*	*	5.3	31.6	63.2	16.5	28.9	54.6
												2014	*	*	*	26.3	47.4	26.3	10.3	26.5	63.2
												4 2015	*	*	*	29.4	35.3	35.3	17.4	28.1	54.5
												2014	*	*	*	16.0	44.0	40.0	11.9	24.3	63.8
												5 2015	*	*	*	32.1	35.7	32.1	16.4	29.9	53.7
												2014	*	*	*	≤5.0	45.0	55.0	11.4	25.0	63.6
												6 2015	*	*	*	12.5	25.0	62.5	16.8	24.6	58.6
												2014	*	*	*		27.6			23.5	
												7 2015	*	*	*	13.5	37.8	48.6		22.8	
												2014	*	*	*	≤5.0	20.0	76.7	12.2	21.0	66.9
												8 2015	*	*	*	12.5	9.4	78.1	13.2	28.8	58.0
												2014	*	*	*	7.7	33.3	59.0	12.6	24.6	62.8
												E 2015	*	*	*	13.8	20.7	65.5	19.0	27.7	53.3

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **William Paca/Old Post Road Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
6		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	ly met ations	Appro- expect		Met expe	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	113	36	31.9	24	21.2	28	24.8	22	19.5	*	≤5.0
English/Language Arts 4	120	9	7.5	32	26.7	34	28.3	43	35.8	*	≤5.0
English/Language Arts 5	103	14	13.6	24	23.3	29	28.2	34	33.0	*	≤5.0
Mathematics 3	114	23	20.2	36	31.6	25	21.9	28	24.6	*	≤5.0
Mathematics 4	121	11	9.1	37	30.6	45	37.2	28	23.1	*	≤5.0
Mathematics 5	103	15	14.6	36	35.0	29	28.2	23	22.3	*	≤5.0

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

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Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	Sta	ate	S	cho	ol	Cou	nty	Sta	te
Attendance Rate %	2015 2014	1 2015	2014	2015	2014	Teacher Qualifications 201	5 2	014	2015	2014	2015	2014
Elementary	≥ <b>95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 17.4	:	11.5	21.5	24.4	27.4	27.2
High	* *	94.1	94.4	92.4	92.7	Advanced Professional 82.6	; 8	34.6	72.2	73.9	65.2	65.5
8						Resident Teacher 0.0	)	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher 0.0	)	0.0	0.4	0.1	1.5	1.0
Cohort Graduation Rate						% of classes NOT taught by highly quali	fied	teach	ers			
Class of 2014 (4-Year Rate)	*		89.83		86.39	All Quartiles 4.	2	3.9	4.6	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	*	91.27		88.70		Elementary Low Poverty	*	*	2.3	1.0	2.9	3.0
						Elementary High Poverty	*	*	1.9	0.0	10.5	11.4
						Secondary Low Poverty	*	*	5.7	5.2	6.7	6.0
						Secondary High Poverty	*	*	9.1	1.3	17.7	15.7

										•	y High Poverty			*	*	9.1	1.3	17.7	15.7	
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient % Advanced %		Alt-	-MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	. %		OUNTY		:	STATE	%		GRADE	S	CHOOL	- %		OUNTY			STATE 9	
5 2015	24.7	65.8	9.6		62.2			53.9	9.5		5 2015	*	*	*		32.1			40.8	
2014	20.0	70.0	10.0		63.3			54.9	9.3		2014	*	*	*		65.0			42.5	
8 2015	*	*	*		70.3			61.7	6.4		8 2015	*	*	*		34.4			37.6	
2014	*	*	*	19.7	72.5	7.8		62.8	6.6		2014	*	*	*		48.7	33.3		41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0		61.2			B 2015	*	*	*		51.7			37.5	
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9		2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
											3 2015	*	*	*		57.9			38.4	
											2014	*	*	*		42.1		12.5		51.6
											4 2015	<b>.</b>	*	*		41.2		20.4		46.1
											2014	•	*	*		56.0		14.7		51.4
											5 2015	*	*	*		35.7			35.7	
											2014	*	*	*		80.0 <b>37.5</b>		18.9		40.8
											<b>6 2015</b> 2014	*	*	*		24.1			<b>32.2</b> 37.0	<b>45.0</b> 47.0
											7 2015	*	*	*		35.1			31.3	
											2014	*	*	*		56.7		13.3		54.9
											8 2015	*	*	*		40.6		16.9		44.0
											2014	*	*	*			33.3		35.7	
											A 2015	*	*	*		24.1		22.9		44.3
											2014	*	*	*		33.3			34.3	
											1									
											3 2015	*	*	*	5.3	31.6	63.2	16.5	28.9	54.6
											2014	*	*	*	26.3	47.4	26.3	10.3	26.5	63.2
											4 2015	*	*	*	29.4	35.3	35.3	17.4	28.1	54.5
											2014	*	*	*	16.0	44.0	40.0	11.9	24.3	63.8
											5 2015	*	*	*	32.1	35.7	32.1	16.4	29.9	53.7
											2014	*	*	*	≤5.0	45.0	55.0	11.4	25.0	63.6
											6 2015	*	*	*	12.5	25.0	62.5	16.8	24.6	58.6
											2014	*	*	*	6.9	27.6	65.5	13.3	23.5	63.2
											7 2015	*	*	*	13.5	37.8	48.6	10.9	22.8	66.3
											2014	*	*	*	≤5.0	20.0	76.7	12.2	21.0	66.9
											8 2015	*	*	*	12.5	9.4	78.1	13.2	28.8	58.0
											2014	*	*	*	7.7	33.3	59.0	12.6	24.6	62.8
											E 2015	*	*	*	13.8	20.7	65.5	19.0	27.7	53.3

2014 \* \* \* 23.8 26.2 50.0 18.8 26.6 54.5

<sup>&</sup>quot;na" indicates too few students for School Progress rules. "\*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

# **William S. James Elementary**

## PARCC Assessment Performance Results Summary - 2015

					Perfor	mance	Level				
		Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Lev	el 5
		Did not y expect		Partial expect	•	Approa expect		Met exp	ectations	Excee expect	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	65	*	≤5.0	6	9.2	11	16.9	40	61.5	7	10.8
English/Language Arts 4	63	*	≤5.0	4	6.3	23	36.5	30	47.6	*	≤5.0
English/Language Arts 5	73	*	≤5.0	12	16.4	25	34.2	33	45.2	*	≤5.0
Mathematics 3	65	*	≤5.0	4	6.2	18	27.7	33	50.8	10	15.4
Mathematics 4	64	4	6.3	15	23.4	26	40.6	18	28.1	*	≤5.0
Mathematics 5	73	*	≤5.0	21	28.8	22	30.1	23	31.5	5	6.8

#### Partnership for Assessment of Readiness for College and Careers (PARCC)

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#### PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

	School	Co	unty	St	ate		Sch	ool	Cou	nty	Sta	te
Attendance Rate %	2015 2014	2015	2014	2015	2014	Teacher Qualifications 2	2015	2014	2015	2014	2015	2014
Elementary	≥ <b>95.0</b> ≥ 95.0	≥ 95.0	≥ 95.0	95.4	95.7	% of certificates:						
Middle	* *	≥ 95.0	≥ 95.0	95.0	95.4	Standard Professional 18	8.4	24.5	21.5	24.4	27.4	27.2
High	* *	94.1	94.4	92.4	92.7	Advanced Professional 77	7.6	75.5	72.2	73.9	65.2	65.5
5						Resident Teacher C	0.0	0.0	0.0	0.0	1.1	0.7
						Conditional Teacher C	0.0	0.0	0.4	0.1	1.5	1.0
ohort Graduation Rate						% of classes NOT taught by highly qua	alifie	d teach	ers			
Class of 2014 (4-Year Rate)	*		89.83		86.39	All Quartiles	0.0	0.0	4.6	4.6	8.4	7.6
Class of 2014 (5-Year Rate)	*	91.27	03.03	88.70	00.55	Elementary Low Poverty	*	*	2.3	1.0	2.9	3.0
<b>,</b> ,						Elementary High Poverty	*	*	1.9	0.0	10.5	11.4
						Secondary Low Poverty	*	*	5.7	5.2	6.7	6.0
						Secondary High Poverty	*	*	9.1	1.3	17.7	15.7

										Secondary Low Povert Secondary High Povert			*	*	5.7 9.1	5.2 1.3	6.7 17.7	6.0 15.7	
	MS	A Pro	oficier	ncy Le	vels			В	asic %	Proficient % Advanced %	Alt	-MSA	Profi	cienc	y Lev	els			
GRADE	S	CHOOL	_ %	С	OUNT	/ %	,	STATE	%	GRADE	S	CHOOL	_ %	С	OUNTY	%	5	STATE	%
5 2015	13.5	70.2	16.4	28.3	62.2	9.5	36.7	53.9	9.5	5 2015	*	*	*	42.9	32.1	25.0	24.3	40.8	34.9
2014	≤5.0	74.8	22.7	25.9	63.3	10.9	35.8	54.9	9.3	2014	*	*	*	20.0	65.0	15.0	19.6	42.5	37.9
8 2015	*	*	*	21.3	70.3	8.4	31.9	61.7	6.4	8 2015	*	*	*	6.3	34.4	59.4	24.0	37.6	38.4
2014	*	*	*	19.7	72.5	7.8	30.6	62.8	6.6	2014	*	*	*	17.9	48.7	33.3	19.8	41.0	39.2
*B 2015	*	*	*	9.1	65.9	25.0	15.4	61.2	23.4	В 2015	*	*	*	17.2	51.7	31.0	31.8	37.5	30.6
2014	*	*	*	7.7	66.0	26.2	15.4	61.7	22.9	2014	*	*	*	23.8	45.2	31.0	28.7	37.3	34.0
										3 2015	*	*	*	21.1	57.9	21.1	19.3	38.4	42.3
										2014	*	*	*	26.3	42.1	31.6	12.5	35.9	51.6
										4 2015	*	*	*	41.2	41.2	17.6	20.4	33.5	46.1
										2014	*	*	*	24.0	56.0	20.0	14.7	33.9	51.4
										5 2015	*	*	*	53.6	35.7	10.7	23.8	35.7	40.5
										2014	*	*	*	15.0	80.0	≤5.0	18.9	40.3	40.8
										6 2015	*	*	*	20.8	37.5	41.7	22.8	32.2	45.0
										2014	*	*	*	13.8	24.1	62.1	16.0	37.0	47.0
										7 2015	*	*	*	16.2	35.1	48.6	14.1	31.3	54.5
										2014	*	*	*	10.0	56.7	33.3	13.3	31.9	54.9
										8 2015	*	*	*	6.3	40.6	53.1	16.9	39.0	44.0
										2014	*	*	*	17.9	48.7	33.3	17.8	35.7	46.5
										A 2015	*	*	*	17.2	24.1	58.6	22.9	32.8	44.3
										2014	*	*	*	21.4	33.3	45.2	22.2	34.3	43.5
										3 2015	*	*	*		31.6			28.9	54.6
										2014	*	*	*		47.4			26.5	63.2
										4 2015	*	*	*		35.3			28.1	
										2014	*	*	*		44.0			24.3	63.8
										5 2015		Ţ	*		35.7			29.9	53.7
										2014	*	*	*	≤5.0	45.0	55.0		25.0	63.6
										6 2015	*	*	*		25.0		16.8		58.6
										2014	*	*	*		27.6			23.5	
										<b>7 2015</b>	*	*	*		<b>37.8</b>	<b>48.6</b> 76.7	10.9		66.3
										2014	*	*	*						
										<b>8 2015</b> 2014	*	*	*	12.5	33.3			28.8	
										E 2014	*	*	*		20.7			24.6 <b>27.7</b>	
										2013	*	*	*						
										2014				23.0	20.2	50.0	10.0	20.0	34.3

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# **Youths Benefit Elementary**

## PARCC Assessment Performance Results Summary - 2015

	Performance Level										
6		Level 1  Did not yet meet expectations		Level 2  Partially met expectations		Level 3 Approached expectations		Level 4 Met expectations		Level 5 Exceeded expectations	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
English/Language Arts 3	180	*	≤5.0	10	5.6	23	12.8	114	63.3	27	15.0
English/Language Arts 4	187	*	≤5.0	13	7.0	35	18.7	96	51.3	43	23.0
English/Language Arts 5	172	*	≤5.0	*	≤5.0	31	18.0	126	73.3	*	≤5.0
Mathematics 3	181	*	≤5.0	15	8.3	27	14.9	102	56.4	36	19.9
Mathematics 4	187	*	≤5.0	26	13.9	45	24.1	100	53.5	14	7.5
Mathematics 5	171	*	≤5.0	21	12.3	54	31.6	83	48.5	13	7.6
Algebra I	*	*	*	*	*	*	*	*	*	*	*

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